# THE MONTANA NATIVE AMERICAN
# and POST-SECONDARY EDUCATION

STAFF REPORT NO. 10

# THE MONTANA NATIVE AMERICAN and POST-SECONDARY EDUCATION

Prepared For

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## INTRODUCTION

Many previous reports have been written focusing on the educational status and problems of the Montana Indian. Few of these reports have been successful in educationally or economically advancing Indian people. Major educational problems still persist and will continue to exist until innovative alternatives can be implemented in the educational process to attack the traditional problems found in post-secondary educational institutions and in Indian communities. The Commission feels that this type of report is necessary and, hopefully, will contribute to the overall educational advancement of Indians in this state.

The Indian student in Montana post-secondary institutions has been a recent phenomenon in this decade. Some 800 - 900 Indian students are expected to be attending Montana's 17 post-secondary institutions during the coming academic year, 1974-75. Since the enactment of the Federal Education Act in 1968, increasing Indian enrollments have been noted in post-secondary institutions in Montana. Supporting programs by federal and state educational agencies and the post-secondary institutions have been largely ineffective in dealing with the increase in Indian enrollment. Equally ineffective have been the accompanying

administrative procedures which were intended to lead to educational supportive services. In Montana, the attrition (drop-out) rate of Indian students attending post-secondary institutions still range up to 40%* and beyond. Grade point averages are approximately 1/2 to one full point below other students attending the same institution. Only three out of every one hundred Indian students receiving an undergraduate degree in higher education will successfully acquire a master's degree.

In most Montana post-secondary institutions, the traditional problems have existed between the academic community and the reservation culture. Primarily, these problems stem from cultural activities which affect the Montana Indian community. Currently, Indian staff and personnel at the post-secondary institutions write one Indian grant per month. Most of the Indian programs presently funded at these institutions are from federal funds generated on behalf of the Indian people. These concerns surfaced when Indian people were requested to provide input into this study for the purpose of pointing out why these processes should be altered to better serve the interests and cultural welfare of those who are affected - the Indian student.

*An estimate.

The Commission on Post-Secondary Education was created by House Bill 578, which was signed by the Governor on March 20, 1973, and went into effect on July 2, 1973. The Commission will expire at the end of the 1975 legislative session.

Presently, the Commission consists of 28 members, two of whom are of Indian descent: Mrs. Joan Kennerly, Blackfeet, and Mr. V. Edward Bates, Sioux. Former Lieutenant Governor, Ted James is Chairman of the Commission.

The 1973 Legislature created the Commission to "make a detailed and thorough study of post-secondary education in this state" and further mandated that "specific attention be given to inventories of post-secondary educational resources, planning and coordination, access for all persons who desire and can benefit from post-secondary education and accountability."

The basic idea of this report was conceived not only from the legislative mandate, but from interest on the part of the Commission itself. The Commission articulated the following question and voted to include it in the study plan:

> What are the future post-secondary education needs of Native Americans, and what is the state's responsibility under Article X, Section (1), Montana Constitution, which provides: "The state recognizes the distinct and unique cultural heritage of the American Indian and is committed in its educational goals to the preservation of their cultural heritage?"

To respond to this question, the Commission staff embarked on a special study to report on, a) Indian student problems; b) the extent of institutional control and administration of Indian programs; and c) any necessary changes within the institutions to improve the educational process for Indian students.

The Commission's final report will contain its findings and recommendations, along with any suggested legislation, which will help to improve the quality of education for all Montanans, including the Indian. Hopefully, the Commission's report will create increased opportunity by which all can equally share the benefits of post-secondary education -- education which is so necessary to human advancement.

ACKNOWLEDGMENTS

The Commission staff wishes to acknowledge the assistance of and thank the presidents and directors of the Montana post-secondary institutions, the educators, Indian advocates, and individuals in the Montana Indian communities who provided valuable input for the development of this report. This input took the form of responses to the survey instruments sent out, as well as suggestions and recommendations from individuals inside and outside the Indian community.

The assistance of individuals from out-of-state who either directly or indirectly contributed to this report is noted and our gratitude is expressed. The persons listed below were contacted by the Commission staff and contributed to the content of this report. They have been most helpful in pointing out what future goals, objectives and educational priorities should be recommended to open new options for improving the post-secondary educational process.

MONTANA POST-SECONDARY INSTITUTIONS:

President Robert T. Pantzer, University of Montana, Missoula
President Carl W. McIntosh, Montana State University, Bozeman
President Stanley J. Heywood, Eastern Montana College, Billings
President Fred W. DeMoney, Montana College of Mineral Science and Technology, Butte
President Joseph R. Crowley, Northern Montana College, Havre
President James E. Short, Western Montana College, Dillon
President James Hoffman, Dawson College, Glendive
President Larry J. Blake, Flathead Valley Community College, Kalispell

Rt. Rev. Joseph Harrington, President, Carroll College, Helena
Rt. Rev. Msgr. Anthony M. Brown, President, College of Great Falls,
Dr. Lawrence F. Small, President, Rocky Mountain College, Billings

Mr. Glen Burgess, Director, Billings Vo-Tech Center
Mr. Maurice Driscoll, Director, Butte Vo-Tech Center
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Mr. Thomas E. Downey, Director, Missoula Vo-Tech Center

Mr. Jim Bates, Director, Special Services, Flathead Valley Community College, Kalispell
Mr. Jim Burns, Carroll College, Helena
Mr. Ernie Big Horn, Indian Educator, Rocky Mountain College, Billings
Ms. Carol Chandler, Coordinator, Indian Services, Dawson College, Glendive
Ms. Geneva Dillon, Director, Special Services/Upward Bound, Eastern Montana College, Billings
Mr. Loren Frazier, Great Falls Vo-Tech Center, Great Falls
Mr. Les Graham, SFA Coordinator, Miles Community College, Miles City
Mr. Jim Graham, Supervisor, Student Personnel Services, Butte Vo-Tech Center
Mr. Bill Haw, Director, Special Services, Flathead Valley Community College
Mr. Gary Johnson, Coordinator, Indian Culture Program, Rocky Mountain College, Billings
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Mr. Larry Link, Director, Financial Aid, Western Montana College, Dillon

MONTANA POST-SECONDARY INSTITUTIONS: (continued)

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Mr. Duane Schindler, Assistant Professor of Education, College of Great Falls
Mr. Bill Thackery, Indian Educator, Northern Montana College, Havre
Mr. Daniel Voyich, Indian Student Advisor, Center for Inter-Cultural Programs, Montana State University, Bozeman
Ms. Henrietta Whiteman, Director, Indian Studies Program, University of Montana, Missoula

NATIONAL INDIAN COMMUNITY:

Mr. Dwight A. Billedeaux, Executive Director, National Advisory Council on Indian Education, Washington, D.C.

Mr. Anthony Purley, Director, American Indian Culture Center, UCLA, Los Angeles, California

MONTANA INDIAN COMMUNITY:

Ms. Kathryn H. Brooks, Browning
Mr. Earl Barlow, Superintendent of Schools, Browning
Mr. Verlin Belgard, BIA, Billings
Mr. Carson Boyd, Brockton
Ms. Carol Bulltail, Lodge Grass
Mrs. Mae J. Crawford, Indian advocate, Browning
Mrs. Minnie Ellen Fritzler, Lodge Grass
Mr. Eugene Huntington, Executive Director, Rocky Mountain Development Council, Helena
Mr. Stanley M. Jamruszka, Community Development Specialist, BIA, Rocky Boy Agency, Box Elder
Ms. Nancy Joseph, Chairperson, J.O.M., Elmo
Mr. Larry W. LaCounte, Project Director, Upward Bound/ Special Services, Missoula

MONTANA INDIAN COMMUNITY: (continued)

Mr. Merle Lucas, State Coordinator/Indian Affairs, Helena
Mrs. Carmen Marceau, Principal, Vina Chattin School, Browning
Mr. Bill Parker, Economics & Natural Resources, Northern Cheyenne Research Project, Lame Deer
Mr. Bob Parsley, Indian Education Supervisor, Office of the Superintendent of Public Instruction, Helena
Ms. Loretta Roundine, Vista Volunteer, Browning
Mr. Alanzo Spang, Superintendent, B.I.A., Lame Deer
Mrs. Philomyne Tucker, Dodson
Mr. Carl Vance, B.I.A., Billings
Mr. John WoodenLegs, Indian advocate, Northern Cheyenne
Mr. Harold Gray, Indian Ph.D. Candidate, Missoula, Montana

# SECTION I

# METHODOLOGY OF STUDY

## SECTION I

## METHODOLOGY OF STUDY

The necessary ingredients for a successful study of Indian post-secondary educational problems and issues requires a qualified staff, responsible Indian people, and educators who are in a position to affect present and future advancement of Indian education affairs. Around these entities, the staff centered its major activities to derive information and data with which to shape this report.

Traditional studies of this type have not included input from Indians. It was noted by the Commission that recent concerns expressed by Indian people indicated that most studies of this nature created more problems for Indians than they have solved. At an Indian conference, this problem was pointed out to the staff by Indian people, stating that too often educators have a lack of cultural understanding of subjects studied. Due to this lack of understanding, inaccurate academic reporting causes more problems than it solves. Most of these effects are felt when institutional people are planning classes or administering projects on behalf of Indians at their institutions.

The staff approached this study to communicate an understanding of the relations between future academic needs of

Montana Indian people and those personnel from Montana post-secondary institutions, to people concerned with its contents.

Throughout the developing phases of this report, the staff actively sought the help of Indian people concerned with the nature of this study so as to insure any future impact it might have. Additionally, every attempt was made to communicate with academic officials from the 17 Montana post-secondary institutions and directors and members of institutional Indian programs charged with the responsibility of serving the educational needs of Indian people in the interest of this state. This was accomplished through the following involvements and developments:

(1) Collected information and data from state and federal agencies concerning Native American's health, employment rates, etc. The purpose was to determine what type of social and economic environments Indian students come from before migrating to post-secondary schools.

(2) Identified various federal and state post-secondary legislation. The purpose was to determine what future institutional educational change relating to Indians would be affected by this legislation.

(3) Sponsored a staff meeting of statewide Indian educators. Results of this meeting included continuing input into study, suggestions concerning the contents of the report and development of survey instruments.

(4) Attendance at Indian education conferences in Browning, Billings, Helena and Missoula.

(5) Developed two survey instruments and sent them out to Montana post-secondary institutions and the Montana Indian community. Responses from these survey instruments include 15 responses from the 17 Montana post-secondary institutions, and 36 responses from the Montana Indian community.

# SECTION II

# DEFINITIONS AND ABBREVIATIONS

## SECTION II

## DEFINITIONS AND ABBREVIATIONS

### DEFINITIONS

(1) Native American means any enrolled or non-enrolled member of a North American tribal group who considers himself a tribal person by blood or recognized and accepted by a tribe as being a member of that tribe.

(2) Survey instruments means any letter or questionnaire developed or sent out by this Commission to Indian people, advocates, and personnel from post-secondary institutions in the state of Montana.

(3) Post-secondary Indian education means any person(s) attending one of Montana's 17 post-secondary school or person(s) utilizing the services of same.

(4) Post-secondary Indian program means any private state or federally funded Indian program helping to study Indian culture or state Indian problems.

### ABBREVIATIONS

(5) G.P.A. - Grade Point Average
(6) G.E.D. - Government Education Development Test
(7) B.I.A. - Bureau of Indian Affairs
(8) H.E.W. - Health, Education and Welfare
(9) O.E. - Office of Education
(10) Ft. - Fort
(11) I.R.A. - 1934 Indian Reorganization Act
(12) P.H.S. - Public Health Services
(13) Std. - Student
(14) Gov. - Government

ABBREVIATIONS

(15) M.S.U. - Montana State University
(16) U. M. - University of Montana
(17) E.M.C. - Eastern Montana College
(18) M.C.M.S.T. - Montana College of Mineral Science and Technology
(19) N.M.C. - Northern Montana College
(20) W.M.C. - Western Montana College
(21) D.C. - Dawson College
(22) F.V.C.C. - Flathead Valley Community College
(23) M.C.C. - Miles City Community College
(24) C.C. - Carroll College
(25) C. of G.F. - College of Great Falls
(26) R.M.C. - Rocky Mountain College
(27) B.I. - Billings Vo-Tech
(28) B.U. - Butte Vo-Tech
(29) G.F. - Great Falls Vo-Tech
(30) M. - Missoula Vo-Tech
(31) H. - Helena Vo-Tech

# SECTION III

# MONTANA TRIBAL SOCIO-ECONOMIC CONDITIONS AND GEOGRAPHICAL SETTINGS

## SECTION III

## MONTANA TRIBAL SOCIO-ECONOMIC CONDITIONS AND GEOGRAPHICAL SETTINGS

Montana has seven (7) Indian reservations (encompassing approximately 11,560 square miles) situated in different geographical locations throughout the state. Surprisingly enough, six major urban Indian concentrations were found in the larger cities of this state. The seven reservations were either established by federal treaty, legislation, or direct executive order, usually with a substantial land base held in trust by the government. In contrast to reservation Indian groups, urban Indians have no land base. Most Indians migrating from reservations to urban areas have done so either by economic necessity or by federal relocation programs.* There are presently 32,000 to 37,000 Indian people residing in the state either on a reservation or in a Montana urban area. This number reflects that Indian people comprise roughly 5% of the

*Federal relocation program (1952-1972), B.I.A. was charged with the task of assimilating Reservation Indians via the Urban Experience. Most of the Indians between the ages of 18-35 were offered an incentive (grant) in moving to cities.

state population.

The staff has found that Indians of this state still face major economic problems in their living environments as indicated in Table 1 of this section. Statistics from various sources (federal records, tribal records, etc.) show that Montana Indians still have the lowest educational levels, highest unemployment, and poorest health conditions, as compared to non-Indians of this state. While most Indian problems are visable and highly identified, they defy easy solutions.

Many of the Indian people contacted during this study said that government bureaucrats and linking tribal programs implemented in their behalf have failed them, because these programs have treated symptoms of Indian problems rather than root causes. The main reason is primarily historical, government control of reservations expressed through the various forms of legislation and governmental Indian policies subjecting them to a state of poverty. Also, institutional racism and race relations between the Indians and non-Indians have not been resolved at the present time in this state. One only has to look at full-time employees working for the state

of Montana.* Out of 7,597 white state employees (excluding education institutions), there are only 133 Indian people working in a full-time state position. Recently, this state has experienced a number of recent tribal incidents. At Flathead (agrarian rights to Flathead Lake), Crow (fish and game rights), Northern Cheyenne (coal leases), Blackfeet (educational change), and other incidents unreported. These Indian - non-Indian conflicts suggest that race relations are not going to get better unless communications and understanding are opened up between those represented in the conflict.

*Equal Employment Opportunity Commission (EE)-4) Montana 1973, OMB form No. 124-R0009 State of Montana.

TABLE 1

MONTANA RESERVATIONS

NATIVE AMERICAN POPULATION BY AGE GROUPS

| Tribal Reservation | TOTAL | Indian Age Groups 0-15 | 16-19 | 20-24 | 25-34 | 35-44 | 45-64 | 65 + |
|---|---|---|---|---|---|---|---|---|
| Blackfeet | 6,216 | 3,340 | 465 | 461 | 585 | 457 | 643 | 265 |
| Crow | 4,334 | 1,890 | 408 | 443 | 584 | 398 | 456 | 155 |
| Flathead | 2,955 | 1,022 | 335 | 346 | 406 | 265 | 388 | 193 |
| Ft. Belknap | 1,972 | 899 | 179 | 142 | 224 | 191 | 239 | 98 |
| Ft. Peck | 6,202 | 3,255 | 567 | 524 | 664 | 430 | 549 | 213 |
| No. Cheyenne | 2,926 | 1,322 | 290 | 285 | 391 | 224 | 309 | 105 |
| Rocky Boy's | 1,317 | 653 | 124 | 101 | 136 | 124 | 122 | 57 |
| TOTAL | 22,967 | 12,381 | 2,368 | 2,302 | 2,990 | 2,089 | 2,706 | 1,086 |

Source of Information - BIA Employment Assistance Office, 1973

# SECTION IV

# MONTANA TRIBAL GROUPS

## SECTION IV

## MONTANA TRIBAL GROUPS

### BLACKFEET TRIBE

The reservation land base runs along the east side of the Rocky Mountains bordering Glacier National Park and the country of Canada. The Blackfeet tribe is the largest tribal group (population-wise) in the state of Montana. The geographical landscape consists of mountains, rolling prairies, and farm and ranch lands. Fifty percent or more of the people speak their native tongue.

Major economic and business developments include: oil leases, timber and lands for farming and ranching. The tribe also owns a new livestock shipping center near their industrial park, which is furnished with full utilities serving industrial factories on site.

The majority of the tribe's business affairs is handled by a business council established under the guidelines of the 1934 Indian Reorganization Act. The business council has its tribal headquarters at Browning, Montana, the center of the tribe's activities.

Protection of the land base, agrarian rights, unemployment, and school issues seem to be the major problems facing the Indian people of this reservation. Presently, this tribe is

developing a new tribal constitution that will be voted on in June of this year by the people. If passed, it will be an alternative to the present system of tribal government and could be the key to improve the tribe's position, economically as well as culturally. U.M., E.M.C., and F.V.C.C. are used as educational resources for this reservation.

CROW RESERVATION

This reservation is located in southeastern Montana near Billings, Montana, about 65 miles away. It is the largest Indian reservation in the state (of Montana). The geographical landscape consists of mostly prairie, ranch and farm lands located along the Big Horn Mountains. Seventy-five percent or more of this tribe speak their native tongue.

Economic resources and business developments include: tourism, coal and stock which is the primary form of income to the tribe. Industry includes a carpet factory, arts and crafts business, and a forty-seven acre industrial park which has the potential for creating more economic opportunity for the tribe.

This tribal group has a non-IRA government structure. However, short-range plans include development of an effective tribal governing structure as supported by a business staff.

CROW RESERVATION (continued)

Lack of a strong economic base, problems of unemployment and protection of the land base seem to be major problems facing the people of this tribe. University of Montana and Eastern Montana College are used as primary educational reserves for the tribe's continuing development.

FLATHEAD RESERVATION

The Flathead reservation is situated along the western slope of the Rocky Mountains near Missoula, Montana, 30 miles away. It is considered to be one of the prime living areas in the nation. Less than twenty-five percent of the two tribes combined speak their original native tongue. The Flathead reservation people are composed of two groups, the Salish and the Kootenai, including a number of descendants of the former Pend D'Orille tribe.

Forestry, tourism and ranching are the major sources of income. The tribe also administrates the Kicking Horse Job Training Corps and a (B.I.A.) Flathead power and irrigation project on the reservation.

The tribe has a business council operating under IRA formal governing structure. The business council seeks and develops funds for the people and administrates funds generated

FLATHEAD RESERVATION (continued)

by various funded projects and income from resources.

Unemployment, lack of a strong economic base, and protection of their tribal rights (land, water, etc.) seem to be the major problems facing this tribe. Uneven seasons, tied to jobs around this area, (lumber mills, construction) are the factors prohibiting year-round employment. The tribe is presently engaged in improving the reservation's economy by stressing needed education or adult training and new economic developments for tribally-directed jobs. Montana State University and University of Montana are used as a primary educational resource for this reservation.

FORT BELKNAP RESERVATION

The reservation is located in the middle northern part of the state near Havre, Montana, 47 miles away. The land is mostly prairie, semi-arid and largely uninhabited except for the tribal group. The majority of the members of this tribe are still culturally orientated and speak their own tongue.

Economic and business developments include a land repurchase program, a tribally-owned bronze factory, some farming and ranching activities. A large part of the tribal income comes from leased land and a native arts and crafts program.

FORT BELKNAP RESERVATION (continued)

The tribal governing structure and council is composed of both major tribal blood groups living on this reservation who meet jointly to decide matters of mutual interest. Present concerns of the tribe include the reorganization of present tribal government and bringing home their talented, educated young people.

Major problems facing the tribe include unemployment, tax problems, lack of educated personnel, protection of their land, water rights, and alcohol. To offset and deal with these problems, the tribe is attempting to develop new tribal policy that will provide some alternatives to these continuing problems.

FORT PECK RESERVATION

The reservation is situated in the northeastern Montana area, about 300 miles from Billings, Montana. It is the second largest reservation in the state. The reservation landscape is mostly prairie with farms and ranches scattered throughout its setting. A sizable number of the people speak their language and hold to cultural customs.

Economic resources and business developments include: farming (the tribe's primary source of income), minerals and

FORT PECK RESERVATION (continued)

the sale of leases and permits. The tribe also owns an industrial park, 45 acres in size, which has a number of factories located on it. A land re-purchase program is being implemented in the tribe's interest by its council.

This tribe has a non-IRA governing structure. However, plans include a revision of tribal government. Research into tax related problems and leasing to non-members of the tribe are primary concerns of the council at the present.

Low income of tribal members, lack of a strong economic base, alcohol and community relocations seem to be the major problems facing this reservation group. The tribe indicates that present plans call for the initiation and coordination of all projects to better serve its Indian population. Northern Montana College and Dawson College are seen and used as a state resource for this tribe.

NORTHERN CHEYENNE RESERVATION

This reservation is located in south-central Montana bordered on the west by the Crow reservation and on the east by the Custer National Forest. The uniqueness of this group is that they control and use 90% of the tribal land. The landscape consists of open prairie, rolling hills and streams. The tribe is still strongly orientated toward their customs

NORTHERN CHEYENNE RESERVATION (continued)

with most of the members speaking their native tongue.

Major economic and business developments include arts and crafts, tribal herds, industrial plant (plastic), coal mining and a forest program. Most of the tribe's income is from farming and ranching and from coal mined on the reservation. The tribe's major policy is to lease family-sized ranch tracts to tribal members.

Business concerns of the tribe are handled by a business council elected by the people. The center of tribal activities is the town of Lame Deer.

Educational problems, unemployment and poor housing are the major problems facing this tribe. To deal with these problems, the tribe has implemented educational programs to correct them. They have a college scholarship program for those attending post-secondary schools. Eastern Montana College, Miles Community College and Northern Montana College are used as primary educational resources by this tribe.

ROCKY BOY RESERVATION

This reservation is located in the foothills of the Bearpaw Mountains of north central Montana, between Havre and Great Falls. The geographical landscape consists of some farming

ROCKY BOY RESERVATION (continued)

land and a small stand of tribes. About forty families own small ranches and surplus range is leased to non-members. Fifty percent or more of the tribal members speak their native language.

Major economic and business developments include: tourism (ski resort), pheasant farms (fee hunting) and limited farming and ranching. A tribal plan is being implemented to strengthen the operational management of the tribe. The tribe is also interested in developing a computer center for all tribes of Montana.

The tribe is an I.R.A. government and has a business council that handles the tribe's interests and assets. The tribe's activities are centered at Box Elder.

Economic development, unemployment, alcohol and lack of natural resources are the major problems facing this tribe. Future plans to help deal with these problems include, a continuing program to train tribal elected leaders, and new programs of employment for the reservation labor force. The University of Montana, Northern Montana College and College of Great Falls are used as primary educational resources by the tribe.

# SECTION V

# SUMMARY

## SECTION V

## SUMMARY

Presently, the Montana Commission on Post-Secondary Education is one of a few official state entities providing a voice for Native Americans (Indian) in the state of Montana. The staff's role and responsibility is to answer a number of questions raised by the Commission and offer assistance to the present Indian concerns relative to future issues of Native Americans and post-secondary education.

Hopefully, the data and information presented in this report can provide a record from which future programs can evolve in order to make relevant recommendations to post-secondary institutions, the various tribal, federal, state and local agencies, as well as other organizations or individuals working in behalf of the Native American community. This data and information could constitute supportive basic materials from which future legislation, post-secondary programs and new tribal input could be created.

### GENERAL FINDINGS

-- 912 Indian students attended Montana post-secondary schools during the 1973-74 academic school year.

-- Financial aid for Indian students supported by the institutions was estimated to be from 1½ million to 2 million dollars from all sources with the largest amount generated from B.I.A.

GENERAL FINDINGS (continued)

-- Indian students tend to be older and have more educational problems than non-Indians attending these institutions.

-- A significant number of Indian students do not participate under the state fee waiver program sponsored by the Montana University System.

-- Most reservation Indian students attend institutions near their reservations with the exception of the Blackfeet, Crow and Montana landless Indians.

-- There were six Indian student organizations found in post-secondary schools under official Indian status.

-- Grade point averages of Indian students range from ½ point to 1 full point below non-Indian students attending Montana post-secondary schools.

-- Attrition (dropout) rate of Indian students is between 30% - 40% on an overall institutional average of those students attending these schools.

-- The major problems facing Indian students attending these schools include financial aid, academic and peer counseling, health services, summer employment, culture identification and tribal support.

-- Presently, there are three state funded Indian studies programs operating in the Montana University system. They are at University of Montana, Montana State University and Eastern Montana College.

-- Numerous and various Indian projects are funded at post-secondary institutions with the majority provided from federal funds directed at Montana Indian communities and Indian students.

-- Fifteen instructional faculty and 31 non-instructional staff are working in Montana post-secondary schools.

## TABLES

The tables on the following pages show various characteristics of the Montana Native American in post-secondary education

TABLE 2

RESERVATIONS AND TRIBES OF MONTANA - 1973-74

| FEDERAL RESERVATIONS | *GOV. | TRIBE(S) | ESTIMATED TOTAL POP. | LAND AVERAGE AND USES Tribal Lands | Used by Non-Indian | RESERVATION UNEMPLOYED No. | % |
|---|---|---|---|---|---|---|---|
| 1. Blackfeet | IRA | Blackfeet, Blood Piegan | On 5,800<br>Off 4,700 | 942,734 | 22.5%<br>212,986 | 495 | 37.0 |
| 2. Crow | Non-IRA | Crow | On 4,000<br>Off 1,600 | 1,555,652 | 74%<br>1,151,620 | 363 | 29.1 |
| 3. Flathead | IRA | Salish & Kootenai Pend D'Orille | On 3,000<br>Off 2,650 | 614,720 | 6.8%<br>42,046 | 355 | 34.0 |
| 4. Fort Belknap | IRA | Grosventre & Assiniboine | On 2,100<br>Off 1,500 | 657,147 | 14.3%<br>94,368 | 335 | 50.1 |
| 5. Fort Peck | Non-IRA | Sioux and Assiniboine | On 3,500<br>Off 2,700 | 965,868 | 60.3%<br>583,143 | 666 | 48.7 |
| 6. Northern Cheyenne | IRA | Northern Cheyenne | On 2,300<br>Off 700 | 434,440 | .9%<br>4,071 | 265 | 25.4 |
| 7. Rocky Boy | IRA | Chippewa & Cree | On 1,500<br>Off 300 | 107,613 | 29.7%<br>32,042 | 264 | 58.0 |
| TOTAL 7 | | 13 Blood groups | On 22,200<br>Off 14,150 | 5,278,174 | 2,120,276 | 2,743 | 38.2 |
| | | Total | 36,350 | | | | |

*IRA - Indian Reorganization Act 1934

Source: B.I.A., Department of Labor Statistics 1972-73 - M.S.U., Report by Barney Old Coyote

TABLE 3

NATIVE AMERICANS
MONTANA POST-SECONDARY INSTITUTIONS

| NAME OF SCHOOL | ENROLLED INDIAN STUDENTS AND ATTRITION RATES | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1970-71 | | 1971-72 | | 1972-73 | | 1973-74 | |
| | STD* | ATTRI. | STD* | ATTRI. | STD* | ATTRI. | STD* | ATTRI. |
| STATE UNIVERSITY SYSTEM | | | | | | | | |
| 1. MSU | 65 | 21% | 60 | 15% | 63 | 16% | 78 | 21% |
| 2. U of M | 101 | N/R | 150 | N/R | 170 | N/R | 240 | N/R |
| 3. EMC | N/R | N/R | 126 | 19% | 178 | 21% | 154 | 15.5% |
| 4. MCMST | 3 | N/R | 7 | 90% | 2 | 50% | 2 | 0% |
| 5. NMC | N/R | N/R | N/R | N/R | N/R | N/R | 132 | 37% |
| 6. WMC | N/R | N/R | 17 | N/R | 14 | N/R | 15 | N/R |
| No. of Responses | 3 | 1 | 5 | 3 | 5 | 3 | 6 | 4 |
| School Sub-total | 169 | | 360 | | 427 | | 621 | |
| PRIVATE COLLEGES | | | | | | | | |
| 7. CC | N/R | N/R | 9 | 44% | 10 | 40% | 15 | 34% |
| 8. C of GF | 6 | 17% | 35 | 7% | 39 | 5% | 86 | N/R |
| 9. RMC | 12 | 25% | N/R | N/R | 24 | 35% | 28 | 25% |
| No. of Responses | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 |
| School Sub-total | 18 | | 44 | | 73 | | 129 | |
| COMMUNITY COLLEGES | | | | | | | | |
| 10. DC | 22 | 50% | 20 | 40% | 50 | 24% | 40 | 53% |
| 11. FVCC | 13 | 51% | N/R | N/R | N/R | N/R | 41 | 41% |
| 12. MCC | 11 | 77% | 4 | N/R | 4 | N/R | 3 | N/R |
| No. of Responses | 3 | 3 | 2 | 1 | 2 | 1 | 3 | 2 |
| School Sub-total | 46 | | 24 | | 54 | | 84 | |
| STATE VO-TECH CENTERS | | | | | | | | |
| 13. BI | N/R | N/R | N/R | N/R | N/R | N/R | 8 | 75% |
| 14. BU | N/R | N/R | N/R | N/R | 3 | 67% | 5 | 80% |
| 15. GF | N/R | N/R | N/R | N/R | 13 | 23% | 11 | 18% |
| 16. M | N/R | N/R | 16 | N/R | 41 | 19% | 50 | 19% |
| 17. H | N/R | N/R | 3 | 0% | 8 | 25% | 7 | 43% |
| No. of Responses | 0 | 0 | 2 | 1 | 4 | 4 | 5 | 5 |
| School Sub-total | 0 | 0 | 19 | | 65 | | 78 | |
| TOTAL STUDENTS | 233 | | 447 | | 619 | | 912 | |

* Std.: students

** N/R : No responses 49--total responses 87 out of 136

Source : Commission Survey questionnaire, phone survey June, 1974, annual report (1970-71) Johnson-O'Malley, Office of the Superintendent of Public Instruction

TABLE 4

POST-SECONDARY INDIAN STUDENT DISTRIBUTION
1973-74

| Name of School | Blackfeet | Crow | Flathead | Ft. Belknap | Ft. Peck | No. Cheyenne | Rocky Boy | Other |
|---|---|---|---|---|---|---|---|---|
| State University System | | | | | | | | |
| Mont. State Univ. | 16% | 23% | 14% | 8% | 14% | 8% | 1% | 16% |
| Univ. of Mt. | 25% | 4% | 17.8% | 14.9% | 5.4% | 3.5% | 14.3% | 14.4% |
| Eastern Mt. C. | 25% | 45% | .6% | .3% | .6% | .3% | .6% | .3% |
| Mont. College Mineral S. & Technology** | 30% | 40% | 20% | -- | -- | -- | -- | 10% |
| Northern Mt.C. | 10% | 5% | .2% | 24% | 10% | .5% | 34% | 10% |
| Western Mt.C. | 39% ** | 7% | 32% | -- | .4% | .7% | -- | 11% |
| Private Colleges | | | | | | | | |
| Carroll Col. | 13% | 13% | 27% | -- | -- | .7% | .7% | 33% |
| Col. Gr.Falls | x *** | x | -- | x | x | -- | x | x |
| Rocky Mt. Col. | n/r * | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Community Colleges | | | | | | | | |
| Dawson Col. | 6% | 12% | -- | 17% | 53% | 6% | -- | 10% |
| Flathead Valley Comm. Col. | 56% | -- | 10% | 5% | 7% | -- | 5% | 17% |
| Miles Comm. College | -- | -- | -- | -- | -- | 100% | -- | -- |
| Vo-Tech | | | | | | | | |
| Billings | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Butte | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Gr. Falls | 27% | -- | -- | -- | 19% | -- | 27% | 27% |
| Missoula | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Helena | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |

*n/r no response

** Montana College of Mineral Science and Technology - based on 10 students, 1971-72 to 1973-74/ Western Montana College - 28 students, 1971-74

*** x indicates tribal target populations

Source: Commission survey questionnaire 1974

TABLE 5

POST-SECONDARY INDIAN STUDENTS
COLLEGE WORK-STUDY

| Name of School | College Work-Study Students Male | Female | Indian Related Positions Male | Female |
|---|---|---|---|---|
| State University System | | | | |
| Montana State University | n/r * | n/r | n/r | n/r |
| University of Montana | 23 | 12 | 13 | 8 |
| Eastern Montana College | 9 | 14 | 2 | 4 |
| Mont. College Mineral Science & Technology | 0 | 0 | 0 | 0 |
| Northern Montana College | 3 | 2 | 0 | 0 |
| Western Montana College | 2 | 1 | 0 | 0 |
| Private Colleges | | | | |
| Carroll College | 1 | 2 | 0 | 0 |
| College of Great Falls | 2 | 1 | 0 | 0 |
| Rocky Mountain College | 3 | 3 | 3 | 2 |
| Community Colleges | | | | |
| Dawson College | 8 | 3 | 0 | 2 |
| Flathead Valley Community Col. | 2 | 1 | 0 | 0 |
| Miles Community College | 0 | 0 | 0 | 0 |
| Vo-Tech Centers | | | | |
| Billings | n/r | n/r | n/r | n/r |
| Butte | n/r | n/r | n/r | n/r |
| Great Falls | n/r | n/r | n/r | n/r |
| Missoula | 1 | 0 | 0 | 0 |
| Helena | n/r | n/r | n/r | n/r |
| | 54 (12 responses) | 39 (12 responses) | 18 (12 responses) | 16 (12 responses) |

*n/r no response

Source: Commission survey instruments 1974

TABLE 6

POST-SECONDARY FINANCIAL AID PROGRAMS FOR INDIANS

1973-74

| Name of Institution | Type of Student Aid Programs* | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Federal Grant BIA | Federal Grant BEOG | Federal Grant SEOF | Federal Loan NDSL | Federal Grant CWS | State Grant Fee Waiv. | Banks Loan FISL | Private Grant Tribal | Federal Grant Loan Health | State Grant Vo.Rehab. | Private Summer Earn'gs | Private Parent Support | Misc. Other | All School Total |
| State University System: | | | | | | | | | | | | | | |
| MSU | $115,830 | $2,004 | $3,007 | $5,535 | $5,222 | $16,920 | $2,640 | $4,994 | $300.00 | $340.00 | n/r | n/r | $3,450 | $160,242 |
| U of M | 269,478 | 6,267 | 24,129 | 9,579 | 19,145 | 41,670 | --- | 4,735 | --- | --- | $10,392 | $3,705 | 2,120 | 391,220 |
| EMC | 285,176 | 6,433 | 5,618 | 3,083 | 14,710 | 39,289 | --- | 16,225 | --- | --- | ? | ? | 3,830 | 374,315 |
| MCMST | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,500 | 0 | 0 | 7,000 | 0 | 0 | 8,500 |
| NMC | 235,576 | 2,316 | 6,370 | 1,300 | 2,470 | 22,770 | --- | ? | --- | --- | 450 | --- | --- | 271,252 |
| WNC | 12,625 | 694 | 1,575 | 500 | 1,950 | 2,170 | --- | 1,050 | --- | 0 | 0 | 0 | 780 | 21,344 |
| Private Colleges: | | | | | | | | | | | | | | |
| CC | 8,125 | 0 | 600 | 900 | 1,800 | --- | --- | ? | --- | 500.00 | 4,500 | 3,200 | 900 | 20,525 |
| C of GF | 106,518 | 3,090 | --- | 3,400 | --- | --- | --- | 700 | --- | --- | --- | --- | 13,520 | 127,228 |
| RMC | n/r ** | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Community Colleges: | | | | | | | | | | | | | | |
| DC | 36,097 | 2,106 | 5,165 | 335 | 2,766 | n/r | --- | ? | --- | --- | 4,680 | 878 | 2,000 | 54,029 |
| FVCC | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| MCC | 2,341 | --- | --- | --- | --- | --- | --- | ? | --- | --- | --- | --- | --- | 2,341 |
| Vo-Tech Centers: | | | | | | | | | | | | | | |
| BI | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| BU | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| GF | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| M | --- | --- | --- | --- | 400 | --- | --- | --- | --- | --- | --- | --- | --- | 400 |
| H | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| No. of Responses | 10 | 9 | 7 | 8 | 9 | 5 | 1 | 6 | 1 | 2 | 5 | 3 | 7 | |
| TOTALS | $1,071,766 | $22,910 | $46,464 | $24,632 | $48,463 | $122,769 | $2,640 | $29,204 | $300.00 | $840.00 | $27,022 | $7,783 | $26,600 | $1,431,396 |

*See next page for key to abbreviations

**n/r - no response

Source: Commission Survey Instruments, 1974

TABLE 7

POST-SECONDARY INDIAN STUDENTS
GRADE POINT AVERAGES

| Name of School | 1971-72 Indian | Non-Indian | % Diff. | 1972-73 Indian | Non-Indian | % Diff. | Indian | 1973-74 Non-Ind. | % Diff. |
|---|---|---|---|---|---|---|---|---|---|
| State University System | | | | | | | | | |
| | | | | | | | ** | | |
| Montana State University | n/r* | n/r | --- | n/r | n/r | --- | 2.15 | 2.72 | -.57 |
| University of Montana | n/r | n/r | --- | n/r | n/r | --- | 1.98 | 2.76 | -.78 |
| Eastern Montana College | 1.75 | 2.58 | -.83 | 1.84 | 2.71 | -.87 | n/r | 2.78 | --- |
| Mont. College Mineral Science & Technology | 2.00 | 2.50 | -.50 | 1.30 | 2.50 | 1.20 | 1.96 | 2.49 | -.53 |
| Northern Montana College | n/r | n/r | --- | n/r | n/r | --- | 1.80*** | 2.50 | -.70 |
| Western Montana College | 2.33 | 2.75 | -.42 | 2.43 | 2.78 | -.35 | 2.30 | 2.70 | -.40 |
| Private Colleges | | | | | | | | | |
| Carroll College | 1.92 *** | 2.50 | -.58 | 2.06 | 2.50 | -.44 | 2.40 | 2.50 | -.10 |
| College of Great Falls | 2.30 | 2.90 | -.60 | 2.60 | 2.90 | -.30 | n/r | n/r | --- |
| Rocky Mountain College | n/r | n/r | --- | n/r | n/r | --- | 1.70 | 2.75 | -1.05 |
| Community Colleges | | | | | | | | | |
| Dawson College | n/r | n/r | --- | 2.00*** | n/r | --- | 2.00 | 2.96 | -.96 |
| Flathead Valley Com. College | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Miles Community College | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Vo-Tech Centers | | | | | | | | | |
| Billings | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Butte | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Great Falls | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Missoula | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r | n/r |
| Helena | 2.5 *** | n/r | --- | 3.0 | n/r | --- | 2.0 | n/r | --- |

* n/r -- no response **Montana State University - winter quarter only, 1973-74 ***CC, DC, H, NMC estimates

Note: This is the difference in grade point averages between Indian and non-Indian students attending above institutions

Source: Commission Survey instruments 1974

TABLE 8

POST-SECONDARY INDIAN STUDENT CHARACTERISTICS
BY PERCENTAGE

| NAME OF SCHOOL | NO. OF STUDENTS 1973-74 | SEX DISTRIBUTION Male | Female | MARITAL STATUS Married | Single | AGE OF STUDENTS 18-22 | 22-28 | 28-36+ |
|---|---|---|---|---|---|---|---|---|
| STATE UNIVERSITY SYSTEM | | | | | | | | |
| MSU | 78 | 38% | 62% | N/R | N/R | 1970 to 1974 was 20.7 years | | |
| U of M | 240 | 53% | 47% | 43.6% | 56.4% | 47.5% | 27.2% | 25.3% |
| EMC | 154 | 46% | 54% | 30 % | 70 % | 20 % | 60 % | 20 % |
| MCMST | 2 | 80% ** | 20% | 20 % | 80 % | 60 % | 20 % | 20 % |
| NMC | 132 | 45% | 55% | 75 % | 25 % | 65 % | 25 % | 8 % |
| WMC | 14 | 57% | 43% | 23 % | 77 % | 50 % | 43 % | 7 % |
| COMMUNITY COLLEGES | | | | | | | | |
| DC | 40 | *71% ** | 29% | 47 % | 53 % | 46 % | 20 % | 34 % |
| FVCC | 41 | 71% | 29% | 36.6% | 63.4% | 28 % | 44 % | 28 % |
| MCC | 3 | N/R | N/R | N/R | N/R | N/R | N/R | N/R |
| PRIVATE COLLEGES | | | | | | | | |
| CC | 15 | 40% | 60% | 53 % | 47 % | 53 % | 20 % | 27 % |
| C of GF | 86 | 35% | 65% | 75 % | 27 % | 23 % | 36 % | 41 % |
| RMC | 28 | 40% | 60% | 30 % | 70 % | 80 % | 18 % | 2 % |
| STATE VO-TECH CENTERS | | | | | | | | |
| BL VO-TECH | 8 | N/R | N/R | N/R | N/R | N/R | N/R | N/R |
| BU VO-TECH | 5 | N/R | N/R | N/R | N/R | N/R | N/R | N/R |
| GF VO-TECH | 11 | N/R | N/R | N/R | N/R | N/R | N/R | N/R |
| M VO-TECH | 50 | 68% | 32% | 60 % | 40 % | 25 % | 60 % | 15 % |
| H VO-TECH | 7 | 71.4% | 28.6% | N/R | N/R | 90 % | 10 % | 0 % |

* N/R: No Response
** DC Based on 17 students only/MCMST based on 10 students only.
Source: Commission survey questionaire 1974

MONTANA SUMMARY

INDIAN ENROLLMENT DATA
Johnson-O'Malley Participants ONLY
School Year 1972-1973

Table 9

| Age / Grade | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19+ | J.O.M. Indian Enroll. | J.O.M. Trans-fers | J.O.M. Dropouts | J.O.M. Comple-tions | TOTAL Enroll. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 10 | 267 | 229 | 5 | | | | | | | | | | | | | 511 | 20 | 23 | 468 | 787 |
| 1 | | 3 | 259 | 380 | 99 | 5 | 1 | | | | | | | | | | 747 | 60 | 4 | 683 | 1312 |
| 2 | | | | 233 | 434 | 98 | 6 | | 1 | | | | | | | | 772 | 54 | 0 | 718 | 1255 |
| 3 | | | | 6 | 225 | 406 | 91 | 13 | | | | | | | | | 741 | 49 | 1 | 691 | 1265 |
| 4 | | | | | 3 | 207 | 341 | 81 | 13 | 1 | 1 | | | | | | 647 | 48 | 1 | 598 | 1277 |
| 5 | | | | | | 14 | 252 | 301 | 125 | 19 | 2 | | | | | | 713 | 23 | 3 | 687 | 1381 |
| 6 | | | | | | | 26 | 189 | 362 | 114 | 18 | 2 | | | | | 711 | 52 | 0 | 659 | 1321 |
| 7 | | | | | | | | 3 | 186 | 307 | 127 | 30 | 3 | | | | 656 | 46 | 14 | 596 | 1304 |
| 8 | | | | | | | | | 9 | 176 | 278 | 108 | 23 | 6 | | | 600 | 47 | 18 | 535 | 1263 |
| El. Ug. | | | 1 | 3 | 14 | 11 | 19 | 14 | 19 | 13 | 9 | 9 | 3 | 1 | | | 116 | 11 | 4 | 101 | 181 |
| Total Elem. | 10 | 270 | 489 | 627 | 775 | 741 | 736 | 601 | 715 | 630 | 435 | 149 | 29 | 7 | | | 6214 | 410 | 68 | 5736 | 11,346 |
| 9 | | | | | | | | | | 20 | 98 | 241 | 128 | 29 | 3 | 2 | 521 | 41 | 86 | 394 | 1208 |
| 10 | | | | | | | | | | | 4 | 104 | 207 | 67 | 18 | 6 | 406 | 28 | 45 | 333 | 1112 |
| 11 | | | | | | | | | | | | | 62 | 177 | 57 | 12 | 308 | 14 | 40 | 254 | 1031 |
| 12 | | | | | | | | | | | | | | 67 | 155 | 46 | 268 | 11 | 31 | 226 | 918 |
| Sec. Ug. | | | | | | | | | | | 2 | 2 | 2 | 5 | 4 | | 15 | 6 | 1 | 8 | 14 |
| Total Sec. | | | | | | | | | | 20 | 104 | 347 | 399 | 345 | 237 | 66 | 1518 | 100 | 163 | 1255 | 4283 |

Source:
State of Montana
Office of the Superintendent of
Public Instruction (Indian Desk)
Dolores Colburg, Superintendent
Helena, Montana 59601

TABLE 10
INDIAN STUDENTS

MONTANA TITLE IV ENROLLMENT DATA
1973-74

| Johnson-O'Malley Schools | Elem. | H. S. | Off-Reservation Schools | Elem. | H. S. |
|---|---|---|---|---|---|
| Arlee | 203 | 61 | Anaconda | 133 | 35 |
| Babb | 85 | | Billings | 342 | 59 |
| Box Elder | 130 | 83 | Butte | 360 | 64 |
| Brockton | 164 | 42 | Chinook | 70 | 30 |
| Browning | 1,369 | 432 | Columbia Falls | 39 | 20 |
| St. Ignatius | 218 | 47 | Conrad | 20 | 0 |
| Charlo | 24 | 11 | Culbertson | 19 | 0 |
| Colstrip | 0 | 39 | Miles City | 17 | 0 |
| Cut Bank | 139 | 43 | Dodson | 34 | 14 |
| Dixon | 37 | 20 | Glasgow | 139 | 16 |
| East Glacier | 26 | | Great Falls | 654 | 90 |
| Edgar | 10 | 37 | Hamilton | 28 | |
| Elmo | 44 | | Helena | 134 | 108 |
| Frazer | 112 | 43 | Kalispell | 36 | |
| Hardin | 490 | 112 | Livingston | 13 | 10 |
| Harlem | 265 | 126 | Malta | 30 | 20 |
| Havre | 149 | 58 | Missoula | 127 | 84 |
| Hays | 321 | | Nashua | 12 | |
| Heart Butte | 162 | | Shelby | 16 | 10 |
| Hot Springs | 32 | 16 | | | |
| Lame Deer | 350 | | | | |
| Lodge Grass | 259 | 132 | | | |
| Polson | 143 | 58 | | | |
| Poplar | 420 | 123 | | | |
| Pryor | 51 | | | | |
| Rocky Boy | 382 | | | | |
| Ronan | 246 | 96 | | | |
| Valier | 29 | 40 | | | |
| Wolf Point | 223 | 84 | | | |
| Wyola | 83 | | | | |
| | 6,166 | 1,703 | | 2,223 | 560 |

| | |
|---|---|
| Title IV Elementary Students | 8,389 |
| Title IV High School Students | 2,263 |
| TOTAL TITLE IV ENROLLMENT | 10,652 |

SOURCE: Office of the Superintendent of Public Instruction,
Robert W. Parsley, Indian Education Supervisor
William Yellowtail, Assistant Supervisor
HEW - OE, Washington, D. C., 1973-74

TABLE 11

NUMBERS OF MONTANA INDIAN STUDENTS
AWARDED FEE WAIVERS AND EXTENSIONS

| Fiscal Years | Number of New Fee Waivers | Number of Fee Waiver Extensions | Totals |
|---|---|---|---|
| 1961 | 21 | 6 | 27 |
| 1962 | 5 | 8 | 13 |
| 1963 | 29 | 6 | 35 |
| 1964 | 28 | 3 | 31 |
| 1965 | 26 | 0 | 26 |
| 1966 | 25 | 4 | 29 |
| 1967 | 27 | 4 | 31 |
| 1968 | 68 | 7 | 75 |
| 1969 | 128 | 37 | 165 |
| 1970 | 142 | 136 | 278 |
| 1971 | 166 | 155 | 321 |

The Montana Legislative Assembly amended the fee waiver law during the 1971 legislative session and effective July 1, 1971 administration of the act was transferred from the Office of the State Superintendent of Public Instruction to each unit of the Montana University System.*

Each unit shall make rules governing the selection of these students.

Inquiries about the fee-waiver program should be addressed to the Office of the Registrar at Western Montana College, Dillon, Montana 59725; Northern Montana College, Havre, Montana 59501; Montana College of Mineral Science and Technology, Butte, Montana 59701; and the Financial Aid Office at Eastern Montana College, Billings, Montana 59101; Montana State University, Bozeman, Montana 59715; University of Montana, Missoula, Montana 59801.

*See Appendix A.

Source: Office of the Superintendent of
Public Instruction
Dolores Colburg, Superintendent
Helena, Montana 59601

TABLE 12

POST-SECONDARY INDIAN FACULTY AND STAFF POSITIONS
1973-74

| Name of School | Instructional Rank Academic | | Non-Instructional Rank Administrative | |
|---|---|---|---|---|
| | Indian position | Non-Indian position | Indian position | Non-Ind. pos. |
| MSU | 3½ | 0 | 1/2 | 1 |
| U of M | 1/2 | 1 | 7½ | 0 |
| EMC | 6 ** | 0 | 6 | 2 |
| MCMST | 0 | 0 | 0 | 0 |
| NMC | 0 | 0 | 0 | 0 |
| WMC | 0 | 0 | 0 | 3 |
| Private Colleges | | | | |
| CC | 0 | 1 | 0 | 0 |
| C of GF | 1 | 0 | 3 | 0 |
| RMC | 1 | 0 | 2 | 0 |
| Community Colleges | | | | |
| DC | 0 | 0 | 2 | 0 |
| FVCC | 0 | 0 | 0 | 1 |
| MCC | 0 | 0 | 0 | 0 |
| Vo-Tech Centers | | | | |
| BI | n/r | n/r | n/r | n/r |
| BU | 0 | 1 | 0 | 0 |
| GF | 0 | 0 | 0 | 0 |
| M | 0 | 0 | 0 | 3 |
| H | 0 | 0 | 0 | 0 |
| Sub-total | 12 | 3 | 21 | 10 |
| All total | Faculty 15 | | Staff 31 | |

* n/r no response

** 2 positions to be filled

Source: Commission survey instrument 1974

# APPENDIX A

## Legislation Governing Indian Education

NEW MONTANA CONSTITUTION

ARTICLE X

EDUCATION AND PUBLIC LANDS

Section 1. EDUCATION GOALS AND DUTIES. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

(3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

Section 10. STATE UNIVERSITY FUNDS. The funds of the Montana University System and of all other state institutions

Section 10. (continued) of learning, from whatever source accruing, shall forever remain inviolate and sacred to the purpose for which they were dedicated. The various funds shall be respectively invested under such regulations as may be provided by law, and shall be guaranteed by the state against loss or diversion. The interest from such invested funds, together with the rent from leased lands or properties, shall be devoted to the maintenance and perpetuation of the respective institutions.

SCHOOL LAWS OF MONTANA 1971
STUDENTS IN UNIVERSITY SYSTEM

75-8705. Indians -- nonpayment of fees. (1) Persons of one-fourth Indian blood or more and are bona fide residents of the state of Montana for at least one year prior to enrollment in the Montana university system, completing a four-year course of an accredited high school or federal Indian school showing financial need and evidence of studious and industrious habits, may enroll in the university system without the payment of fees. (2) Each unit shall make rules governing the selection of these students.

75-8705.
(continued)

History: En. 75-8705 by Sec. 56, Ch. 2, I. 1971; and Sec. 1, Ch. 350, L. 1971.

Collateral References: Indians 8
42 C.J.S. Indians 23
41 Am. Jr. 2d 843, Indians, 18

SENATE JOINT RESOLUTION NO. 17

INTRODUCED BY McOMBER, DEWOLFE, NEES, ROSELL, BOLLINGER

A joint resolution of the Senate and the House of Representatives of the State of Montana encouraging the public schools to include in their curricula courses on Indian history, culture and contemporary affairs, and teacher training institutions to provide programs specifically designed to prepare teachers to teach Indian children.

This bill was received by the Governor on February 24, 1973.

UNITED STATES OF AMERICA,
State of Montana

HOUSE BILL NO. 343

I, FRANK MURRAY, Secretary of State of the State of Montana, do hereby certify that the following is a true and correct copy of House Bill No. 343, Chapter No. 464, Montana Session Laws of 1973, enacted by the Forty-third Session of the Legislative Assembly of the State of Montana, approved by Thomas L. Judge, Governor of said State, on the twenty-fourth day of March, 1973, and effective on the first day of July, 1973.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the Great Seal of said State.

Done at the City of Helena, the Capitol of said State, this twenty-fourth day of March, 1973.

CHAPTER NO. 464
MONTANA SESSION LAWS 1973
HOUSE BILL NO. 343

An act requiring American Indian studies to be part of the educational background of public school teaching personnel employed on, or in public schools located in the vicinity of, Indian reservations where the enrollment of Indian children qualifies the school for federal funds for Indian education programs, and encouraging American Indian studies as part of the educational background of all school personnel employed in the state.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF MONTANA:

Section 1. It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of the American Indians and to be committed in its educational goals to the preservation of their cultural heritage. It is the intent of this act, predicated on the belief that school personnel should relate effectively with Indian students and parents, to provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

Section 2. (1) As used in this act, "American Indian studies" means instruction pertaining to the history, traditions, customs, values, beliefs, ethics and contemporary affairs of American Indians, particularly Indian tribal groups in Montana.

(2) As used in this act, "instruction" means

(a) a formal course of study offered by a unit of higher education developed with the advice and assistance of Indian people;

(b) in-service training developed by the superintendent of public instruction in cooperation with educators of Indian descent and made available to school districts, or

(c) in-service training provided by a local board of trustees, which is developed and conducted in cooperation with local Indian people.

Section 3. (1) By July 1, 1979, all boards of trustees for elementary and secondary public school districts on, or in public schools located in the vicinity of, Indian reservations where the enrollment of Indian children qualifies the school for federal funds for Indian education programs, shall employ only those certified personnel who have satisfied the requirements for instruction in American Indian studies as defined in section 2 of this act.

(2) Members of boards of trustees and all non-certified personnel in public school districts on or in the vicinity of Indian reservations are encouraged to satisfy the requirements for instruction in American Indian studies as defined in section 2 of this act.

Section 4. Boards of trustees for all public school districts other than those defined in section 3 above and governing authorities for all non-public schools in Montana are encouraged to comply with the provisions and intent of this act.

House Joint Resolution No. 60

A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA INSTRUCTING THE BOARD OF PUBLIC EDUCATION AND THE BOARD OF HIGHER EDUCATION TO DEVISE A MASTER PLAN FOR ENRICHING THE BACKGROUND OF ALL PUBLIC SCHOOL TEACHERS IN AMERICAN INDIAN CULTURE.

WHEREAS, the 1972 Montana constitution commits the educational policy of the state to the preservation of the cultural integrity of the American Indians; and

WHEREAS, The American Indian has been fundamental in the formation, flavor, and history of the state of Montana, and

WHEREAS, the American Indian in Montana is the product of a unique psychological history which is understood only by people who have either experienced or studied history from the viewpoint of the American Indian, and

WHEREAS, the problems of American Indians are compounded by a general lack of understanding of the unique background of Indian students and their families, and

WHEREAS, both the teaching force in Montana and their student population are at present substantially undereducated in the history, values, and culture of American Indians as seen by Indians, and

WHEREAS, the history of Montana and the current problems of the state cannot be adequately understood apart from an understanding of the history, problems and contributions of the American Indian,

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA:

That the Board of Public Education and the Board of Regents of Higher Education are directed to devise, in consultation with Indian people, a specific comprehensive plan for a statewide program that will:

(1) provide teacher-training institutions in Montana with adequate resources to prepare teachers to understand the history, culture, sociology, and values of American Indians as seen by Indians,

(2) provide inservice training, planned in consultation with Indian people, for those teachers who cannot return to an institution of higher education for formal courses in Indian studies,

(3)provide means by which all public school teachers in Montana may, within ten (10) years of the adoption of this resolution, receive training in Indian studies as directed in this resolution,

(4) provide all public schools in Montana, within ten (10) years, with a program of study that includes American Indian history, culture, sociology, and values as seen by Indians,

(5) provide a means by which qualifications for teacher certification may include, within ten (10) years, adequate training in Indian studies to prepare the certified teacher to understand the unique background of his or her Indian students, and

(6) provide a means by which Indian people may be utilized in the preparation and presentation of the courses planned under the guidelines of this resolution.

Such plans shall consider, as is appropriate to the authority of each board, measures in teacher training curriculum, teacher certification, continuing education for teachers, and such other measures as will further the policies of the constitution and this resolution. The boards may submit a joint plan.

I hereby certify that the within Joint Resolution originated in the House.

HB 746

An act to appropriate monies to various state agencies for the biennium ending June 30, 1975; providing for other matters relating to the appropriations; and providing an effective date.

Be it enacted by the legislature of the State of Montana:

Section 13. (1) The following monies are appropriated for the biennium ending June 30, 1975:

| | Fiscal Year Ending 6/30/74 | Fiscal Year Ending 6/30/75 |
|---|---|---|
| BOARD OF REGENTS OF HIGHER EDUCATION | | |
| Indian Education Program | | |
| From General Fund | -0- | 37,500 |
| Indian Culture Master Plan | | |
| From General Fund | -0- | 24,000 |

# APPENDIX B

## SURVEY QUESTIONNAIRE AND RESPONSES

COMMISSION ON POST-SECONDARY EDUCATION
SUITE 5 - 201 EAST 6TH AVENUE • HELENA • MONTANA • 59601
406-449-2727

THOMAS L. JUDGE
GOVERNOR

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STAFF DIRECTOR

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HELENA
GARRY SOUTH
MISSOULA
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HELENA
JESSICA P. STICKNEY
MILES CITY
WILLIAM WARFIELD
SOUTH OF LIVINGSTON

April 30, 1974

MEMORANDUM

TO:

FROM: Patrick M. Callan

RE: Questionnaire on Indian Education

One of the areas of concern to many members of our Commission on Post-Secondary Education is the relationship of the Montana Indian community to post-secondary education. In its study plan the Commission included the following question:

> What are the future post-secondary education needs of ethnic minorities, particularly native Americans, and what is the state's responsibility under Article X, Section (1), Montana Constitution, which provides: "The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural heritage."?

In order to provide the Commission with information about Native Americans and higher education, the Commission staff is asking all institutions of post-secondary education, through their presidents and directors, to complete the enclosed questionnaire. A similar questionnaire will be sent to directors of Indian programs and other persons involved in Indian education.

Thank you for your help on this project.

PC:je
Enclosure

Native Americans (Indians) and Post-Secondary Center Institutions

A Base Line Data Instrument for Institutional Information

TO: Presidents and Directors of Post-Secondary Institutions.

FROM: Kenneth G. Harwood
Research Analyst

RETURN TO: Commission on Post-Secondary Education, 201 E. 6th Ave., Suite 5, Helena, Montana 59601 by May 15, 1974.

DATE: May 1, 1974

SUBJECT: Commission Request for Institutional Information and Related Data, on Native Americans and Their Affairs, in Montana Post-Secondary Institutions of Vocational and Higher Learning.

Person Reporting:

Name_____
Title_____
Address_____
School_____
Phone_____

(Please indicate source when giving information or data.)

General Institutional Information

I. What are the current or future academic goals of your school in institutional relationship to the development of the Montana Indian community and related American Indian culture.
(Please abstract)

II. Specifically, what are the major objectives of your institution (if any) regarding present or future development of educational pursuits linked to Montana Indian cultures?
(Please abstract)

*Some questions are not applicable to all institutions. Please indicate if a question is not applicable to your institution.

III. In order to reach the objectives set by your institution, what academic and school activities are your institution presently engaged in, including your plans for the future; such as curriculum development, academic research, special Indian projects, or departmental programs, etc.?

IV. In financing those activities, what type of financial resources (church, foundations, local, state, federal) are generally used for the purpose of academically advancing native American cultures and related affairs?

V. Please send any pamphlet, proposals, or other written documents to help us describe the scope of institutional involvement with academic affairs or direct Indian involvement with the Montana Indian community.

Montana Indians Student Profile and Financial Aid:

VI. What was the number of full-time Indian students enrolled in your school for each of the last three (3) academic years, including their level of academic attainment for those years?

| | 1971-72 | 1972-73 | 1973-74 | Total |
|---|---|---|---|---|
| Vo-tech and Freshman | | | | |
| Vo-tech and Sophomores | | | | |
| Juniors | | | | |
| Seniors | | | | |
| Grad-students | | | | |

VII. Describe the general characteristics of Indian students attending your institution

| | | | | | Percentages% |
|---|---|---|---|---|---|
| 1. | Average age | 18-22 | 22-28 | 28-36 | ____ ____ ____ |
| 2. | Sex | Male | Female | | ____ ____ |
| 3. | Married or single | | | | ____ ____ |
| 4. | Tribal affiliation--Blackfeet____ Crow____ Flathead____ Fort Belknap____ Fort Peck____ Northern Cheyenne____ Rocky Boy____ Other____ | | | | |
| 5. | State of residence | In-state | Out-of-state | | ____ ____ |
| 6. | Target population | Major tribal group | | | ____ ____ ____ |

VIII. In what type of educational programs, do Indian students enroll at your institution? (e.g., construction training, teacher education, business administration, social welfare, etc.)?

IX. What is the attrition rate of Indian students for the following school year?

| Indian | 1971-72 | 1972-73 | 1973-74 |
|---|---|---|---|

X. To what extent do Indian students participate in academic and school activities such as cultural programs, Indian clubs, academic committees, etc.?

XI. Does your school have a special service program or courses helping the Indian students improve their academic skills such as counseling, tutoring, basic core courses, etc.?

XII. What is the average G.P.A. of Indian students attending your school as opposed to the regular student body?

| | Indian | Non-Indian | %Difference |
|---|---|---|---|
| 1971-72 | | | |
| 1972-73 | | | |
| 1973-74 | | | |

XIII. How many Indian students work under the college work-study program? How many of these students are working under projects related to Indian education?

| Student | CWS | Indian Related Jobs |
|---|---|---|
| Male | | |
| Female | | |
| Total | | |

XIV. To what extent do Montana Indian tribes participate in Indian education at your institution; such as conference, speakers, cultural input, tribal educational internships, etc.?

XV. In a holistic view, what is the status of full-time Indian students receiving financial aid at your institution?

| Type of Loan or Grant | No. of Indian students participating | Amount of all dollars allocated to Indian students |
|---|---|---|
| Bureau of Indian Affairs | | |
| Basic Opportunity Grants | | |
| National Defense Student Loan | | |
| College Work Study | | |
| Supplementary Economic Opportunity Grant | | |
| Tribal Loan Grant | | |
| State scholarships | | |
| Summer earnings | | |
| Parent support | | |
| Special stipend | | |
| Other | | |
| Sub-totals | | |
| Totals | | |

MONTANA INDIAN FACULTY AND STAFF:

XVI. What is the number of Indian employees at your institution, including the source of funding (church, foundation, institution, federal and state funded positions).

FACULTY STATUS AND RANK POSITIONS

| Instructional Rank | Total No. Participating | Time in Rank (year) | Indian-studies | Non-Indian Salary | %Full Part-time |
|---|---|---|---|---|---|
| Prof. | | | | | |
| Assoc. Prof. | | | | | |
| Ass't Prof. | | | | | |
| Consultant | | | | | |
| Grad. Ass't | | | | | |
| Instructor | | | | | |
| Totals | | | | | |

STAFF STATUS AND RANK POSITION

| Non-instructional Rank | Total No. | Time in Rank | Indian-studies Staff | Non-Indian Salary | %Full Part-time |
|---|---|---|---|---|---|
| Adm. Ass't | | | | | |
| Academic Ass't | | | | | |
| Chairman of Dept. | | | | | |
| Clerk | | | | | |
| Consultant | | | | | |
| Coordinator | | | | | |
| Counselor | | | | | |
| Dean | | | | | |
| Director of I/P | | | | | |
| Indian Comm. Worker | | | | | |
| Research Ass't | | | | | |
| Special services | | | | | |
| Other ( ) | | | | | |
| Totals | | | | | |

XVII. To what degree have Indian people used your affirmative action program (if any) to professionally or academically advance themselves at your institution?

## CURRICULUM AND RESEARCH DEVELOPMENT

XVIII. How many Indian courses are offered at your institution? (Describe)

| Course | Title | Units | Department | Indian Faculty | Non-Indian Faculty |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |

XIX. Does your school have future plans to develop new courses or drop present ones?

XX. What type of academic research is being done in relationship to Indian culture or in their community and by whom?

XXI. Would you please submit a copy of those school course syllabi related to Indian courses?

FUNDING OF INDIAN PROJECTS AND PROGRAMS

XXII. What are the sources of funds utilized for Indian education and research projects?

| Distribution of Funds | Church | Foundation | Local | State | Fed. |
|---|---|---|---|---|---|
| Academic support | | | | | |
| Research | | | | | |
| Indian programs | | | | | |
| Project or program administration | | | | | |
| Evaluation | | | | | |
| Other | | | | | |

INDIAN STUDIES - FORMAL AND INFORMAL

XXIII. Does your institution have an Indian studies program supported by state funds? If not, what funding is being used to support your Indian program?

XXIV. Does your institution have an Indian advisory group of a formal or informal nature? What is their relationship to Montana Indian people and tribal reservations? Do you feel that such a committee should be established at the presidential level of the institution or at another level? Describe.

XXV. Due to recent state legislation (HB343, HJR60, HB746) calling for the implementation of Indian studies at teaching institutions, have you any plan to implement such courses and under whose authority will that responsibility fall?

COMMISSION QUESTIONS

A. Does your institution have or plan to implement a program to bring Indian faculty and staff into your school? Describe.

B. Are there any special considerations given to Indian people, in recruitment, employment, etc.?

C. When hiring an Indian person at your school, is there an established screening process which you use to select applicants for positions, such as, regular school faculty, Indian studies, staff, etc.?

XXVI. Please add any additional comments you wish to make.

Thank you

QUESTIONNAIRE RESPONSES:

QUESTION I - What are the current or future academic goals of your school in institutional relationship to the development of the Montana Indian community and related American Indian culture? (Please abstract)

RESPONSES

| | |
|---|---|
| MSU | To provide input on Indian culture, values, needs in existing and new courses; to develop related research; to provide counselling services for on-campus Indian students; to provide direct and in-direct assistance to reservation peoples in Montana through the medium of Indian Consultants who are or would be state employees. (Each Consultant, an enrolled member of his/her tribe, should reside primarily on the reservation). |
| U of M | To develop in the Indian student a pride and positive identity with his culture and to develop and foster understanding and acceptance of the Indian/non-Indian relationships. |
| EMC | To continue to develop a core of courses in Native American Studies which may be expanded if demand justifies into a minor or major for a degree program. |
| MCMST | Provide educational needs for the Butte Indian community to reduce the dropout rate of Indian students in the elementary and junior high levels so that they can become college oriented. |
| NMC | The goals of this institution relate primarily to instruction, not to research or public service since we are not funded in these areas. We propose to make our instructional programs the needs of the Indian community and which are designed to protect their dignity as persons with a culture uniquely important to themselves. |
| WMC | Western plans to continue to offer courses, workshops, institutes and independent study in relation to the Montana Indian in order to fulfill obligations under both statute code and regent's approved role and scope. |

QUESTION I (continued)

| | |
|---|---|
| DC | To develop relevant Indian Studies Course that relates to the cultures and heritage of the Plains Indian and assimilation with the white culture. |
| FVCC | a. Meet specific needs as identified by the tribes and contracted with the college.<br>b. Meet specific needs as identified by students in the area of Indian culture.<br>c. Develop communication within the reservation and with the surrounding community in conjunction with the TCE Program.<br>d. The Human Services departments goals are to train a corps of Indian personnel to deal effectively with the social and emotional problems in the Indian community. |
| MCC | Help Northern Cheyenne develop curriculum and staff for their Vocational School at Lame Deer. Offer off-campus academic courses at St. Labre Mission with possibility of "Branch Campus" concept on the reservation. Coregistration at reservation school and at Miles Community College. |
| CC | Aware that the Native American is by far the most under-represented minority group in higher education, Carroll is increasing its commitment in an effort to encourage and enable increasing numbers of capable Native Americans to seek and obtain the individual and group benefits that come from successful completion of a college program. (From letter, Academic Dean to H. S. Counselors, February, 1974) |
| C of GF | Relative to identifiable programs in which the College of Great Falls is involved, the current academic goal is to provide a curriculum that will result in granting a bachelor's degree in education so that the students may be certified for teaching. As the number of college educated Indians continues to increase, the College of Great Falls intends to play an active and aggressive role in contributing to their education in fields which are consistent with our purposes and tradition. |
| RMC | No response. |

QUESTION I (continued)

| | |
|---|---|
| BI VO-TECH | No response. |
| BU VO-TECH | The Vo-Tech Centers are available to offer training programs to groups who can benefit from their services. |
| GF VO-TECH | No response. |
| M VO-TECH | The curriculum at Missoula Technical Center was designed to assist in working with students that are educationally, economically, and culturally disadvantaged and/or different. Because of these concerns we have added a developmental learning center and strengthened our counseling department. |
| H VO-TECH | Teaching skills and knowledge of the life style of business and industry as they exist now. |

QUESTION II - Specifically, what are the major objectives of your institution (if any) regarding present or future development of educational pursuits linked to Montana Indian cultures? (Please abstract)

MSU

To raise the level of mutual awareness between campus and reservation communities; to provide tribal input enabling campus culture to become more realistic concerning the way of life and needs of Indian peoples in Montana; to enable Indian peoples to develop a more positive means of modernizing themselves while simultaneously retaining significant aspects of their heritage, self-image, and self-confidence.

U of M

To develop in the Indian student a pride and positive identity with his culture and to develop and foster understanding and acceptance of the Indian/non-Indian relationships.

EMC

Through the direction of the Coordinator of Indian Culture, a major objective is the development of well-rounded curriculum in Native American Studies. We hope to (1) design courses oriented toward better understanding of Montana - Indian cultures (2) and to continue to strengthen communication lines with the various Indian communities of the state.

MCMST

1. Understand the nature of the Montana Indian culture and philosophies.
2. Relate those cultures and philosophies to our degree programs so that Indian students become confident in attaining educational competency.

NMC

We do not envision the development of a fully developed Indian Studies program at N.M.C. Our objectives relate to finding better ways to serve our Indian students, to provide them with special counseling and advising, to generally make the college into a more congenial and attractive environment for Indian people and to conduct our programs in ways most relevant to the needs of Indians.

QUESTION II (continued)

| | |
|---|---|
| WMC | Indian related courses at Western are designed to better prepare Indian teachers who return to the reservation to help and understand their people. These courses are also designed to enable the Indian teacher who does not return to the reservation to better cope and understand white society. Western Indian related courses endeavor to prepare non-Indian teachers - both on and off the reservation - to better understand the unique heritage and special problems of the American Indian. All students, not just teacher training candidates who enroll at Western, have an opportunity to become better citizens by taking courses related to Indian History and Culture. |
| DC | Indian Studies Program for 74-75 -- under Title III. |
| FVCC | To work with the tribes on their identified needs as a community resource institution. A proposal has been submitted to establish a satellite campus on the reservation. |
| MCC | Reduce attrition rate of Cheyennes at Miles Community College through cooperative procedures, individualized instruction and improved counseling services. |
| CC | 1. Improved communication with Native Americans (urban and reservation).<br>2. Improved campus and community appreciation of Native American culture.<br>3. Improved recruiting, orientation and counseling of Native American students.<br>4. Expansion of regular and continuing education Native American offerings. |
| C of GF | Title III funds will enable the College of Great Falls to hire an Indian curriculum director who would undertake the research and development of a program that will meet the needs of the Indian students. We want to offer courses on Indian Culture and Education |

QUESTION II (continued)

| | |
|---|---|
| C of GF | to the general public and appropriate courses sequences for Indian students. We are endeavoring through the preparation of future teachers (who are Indian themselves), to preserve the cultural heritage of Montana Indians by teaching the culture, history and development of Montana Indians to those Indian students who are not familiar with it. Classes in which this information is presented are open to non-Indian students with the intent of promoting inter-cultural awareness. |
| RMC | No response. |
| BI VO-TECH | No response. |
| BU VO-TECH | The Butte center has offered programs to Indian students in basic education under 309(b) section of the Adult Education Act. A mining program attempted to attract Indian students and met with limited success. |
| GF VO-TECH | No response. |
| M VO-TECH | We parallel the Civil Rights Codes of 1964 and as in the past we continue to operate special programs specifically designed for this group, i.e., The Heavy Highway Construction Program funded under 7-2(3) of the Federal Highway Act. |
| H VO-TECH | Teaching skills and knowledge of the life style of business and industry as they exist now. |

QUESTION III - In order to reach the objectives set by your institution, what academic and school activities are your institution presently engaged in, including your plans for the future; such as curriculum development, academic research, special Indian projects, or departmental programs, etc.?

MSU — Increasing Indian-related input in existing classes in social sciences, humanities; implementing courses in teacher training and cultural transition, 1974-75 year. History faculty currently preparing administrative histories for Rocky Boy, Ft. Belknap reservations under BIA contracts. Workshops on current Indian conditions for campus community, and using reservation resource people. Indian Cooperative Extension Service provides a variety of short workshops on reservations. Kellogg Extension programs, campus, state.

U of M — University of Montana Native American Studies is developing curriculum through the Curriculum Committee, special Indian projects through the Proposal Review Committee, and determination of future goals will be decided by the Native American Studies staff and students within the coming year.

EMC — This institution has had Career Opportunity Programs, Teacher Corp, Special Services/and Upward Bound programs for several years. Their major focus is on the Indian population. A major activity of the year is the Indian POW WOW sponsored by the Indian students. We also have a Wamb-di Club for Indian students on-campus and will soon fill the position of the Coordinator of Indian Culture.

MCMST — No response

NMC — We expect to add one FTE counselor for Indian students for all quarter 1974. This academic year we have offered three institutes dealing with problems of the Indian community. We have maintained and continue to maintain a rather complete program of extension courses

QUESTION III (continued)

| | |
|---|---|
| NMC | at Fort Belknap and we continue to work with the Rocky Boy Schools in their C.O.P. program. |
| WMC | Western was the first Montana college to recognize that the Indian population was disadvantaged and offered workshops for Indian leaders as early as 1965 under authority of the Title XI Disadvantaged Youth. Western plans to continue and expand this interest particularly towards the Idaho Indians just across the border from Dillon and the non-reservation Indians particularly in Butte. Western is now in the process of revitalizing its offerings and at the present time is in the planning stage of developing a student ambassador program aimed at recruiting Indian students for the teaching profession. |
| DC | Next year a Title III NTF coordinator will be hired to set up an Indian Studies program and instruct courses. At the present time there is a BIA grant for a full-time counselor. The school has a resource center to help students get started in college. In addition an off-campus counselor is presently on the reservation and extension courses are taught on the reservation. |
| FVCC | At this time the institution does not have broad objectives on plans in terms of Indian program, but rather works with specific or individual programs. |
| MCC | Develop individualized learning packages. Provide in-service training for vocational instructors; seek means of providing cross registration during Freshman and Sophomore years at both MCC and the reservation school. Upgrade curriculum to meet standards for accreditation and certification. |
| CC | 1. Appointment of Admissions Specialist to recruit and counsel NA's (9/73). |

QUESTION III (continued)

| | |
|---|---|
| CC | 2. Evaluation of present programs for NA students (1973-74).<br>3. Consultation with NA education and agency personnel: Parsley, Yellowtail, Barlow, Big Horn, BIA, HIA & MUIA officers, our own NA students.<br>4. Formation of a Carroll Native American organization (May 1974).<br>5. Communication with counselors in h. s. on or near reservations.<br>6. Two courses in Indian Literature.<br>7. 1974 Summer Workshop (2 weeks). |
| C of GF | At present, in addition to our regularly enrolled Indian studies, the college has an on-campus elementary education program for Indians who are teacher aides in the Great Falls School District #1, and CGF has a resident center at Hays-Lodge Pole for students in the elementary teaching program. Special classes are offered and an on-campus Indian coordinator is employed. A curriculum development director will be hired. We also have an advisory panel involved in academic activities. |
| RMC | No response. |
| BI VO-TECH | No response. |
| BU VO-TECH | No response. |
| GF VO-TECH | No response. |
| M VO-TECH | No response. |
| H VO-TECH | Curriculum are designed and updated to provide placement in business and industry. |

QUESTION IV - Please send any pamphlet, proposals, or other written documents to help us describe the scope of institutional involvement with academic affairs or direct Indian involvement with the Montana Indian community.

QUESTION V - In what type of educational programs do Indian students enroll at your institution? (e.g., construction training, teacher education, business administration, social welfare, etc.)?

| | |
|---|---|
| MSU | In order of descending enrollment by most important curricula: nursing, education, agriculture, commerce and sociology. |
| U of M | They are enrolled in degree programs from Anthropology to Zoology. The majority of our students are enrolled in degree programs in Education, Social Welfare, Sociology and Business Administration. |
| EMC | Business Administration; Vocational Rehabilitation; Teacher Education; Pre-professional programs (Law, Medicine, Engineering.) |
| MCMST | 20% in Engineering<br>80% in General Studies |
| NMC | More Indian students enroll in teacher education than in other areas of our curriculum. |
| WMC | Most Indian students are in Teacher Education, but there are some enrolled in Liberal Arts, Associate of Arts, Pre-professional and other programs. |
| DC | The Indian students don't single out a main type of program but enroll in civil tech, agri-business and general education. |
| FVCC | Being a community college, we are primarily the first two years of Basic college. We find Indian students enrolling in: Human Services; Secretarial; Introduction to Business; Forest Technology and Liberal Arts. |

QUESTION V (continued)

| | |
|---|---|
| MCC | They are spread through the educational programs, with perhaps a slight tendency towards occupational programs. |
| CC | Of the 15 students currently enrolled, 4 are in social work or sociology, 2 in biology, one each in secondary education, economics, political science, philosophy, dental hygiene, history, and three are undecided. |
| C of GF | Teacher education |
| RMC | Business administration, Social Welfare and a few in Indian Education. |
| BI VO-TECH | No response. |
| BU VO-TECH | We have had Indian students in all areas of training such as office occupations, trade and industry and technical courses. |
| GF VO-TECH | Nurse Aide; Practical Nurse; Business Occupations; Dental Assistant; Special Needs. |
| M VO-TECH | Heavy Highway Construction, Heavy Equipment Operator, Heavy Equipment Mechanic, Business and Office Occupations, and Food Service are the primary areas of concentration. |
| H VO-TECH | Office education, welding, construction, diesel mechanics, auto mechanics, practical nursing, electronics. |

QUESTION VI - To what extent do Indian students participate in academic and school activities such as cultural programs, Indian clubs, academic committees, etc.?

MSU — American Indian Club enrolls only Indian students (Club has its own room in Student Union Building). The only Indian student representative now serves on the American Indian Council; membership appointed by the President upon recommendation by Council chairman, a faculty member.

U of M — See History of the KYI-YO Indian Club.

EMC — Married students (couples) and upperclassmen tend to be more involved, particularly cultural programs and the Indian club.

MCMST — The population is too small to say.

NMC — Participation by Indian students in school activities is reasonably good. Indian Club is growing in size and importance. Indians are quite active in athletics and other student activities -- the Indian students have held several very successful dances in this past year. Our student body president is part Indian and is very supportive of Indian students and their interests. Two Indian students have been selected into the Delta Alpha Theta honorary service organization.

WMC — Of the eleven identified Indian students currently attending (spring 1974) all of them are engaged in school activities, including rodeo, intercollegiate athletics, student government, student newspaper and intramurals.

DC — The Indian students are all members of their Indian Club. They put on a Pow-Wow each year for the area Indian dancers and spectators.

FVCC — Indian students have been and are participating in the following activities: 1) Indian Club (Indian Awareness week), 2) Student Government, 3) Special Services Advisory Board, 4) Intramural and extramural sports, 5) Publishing Indian newspaper "Napi Talk"

QUESTION VI (continued)

| | |
|---|---|
| MCC | No specific Indian organizations or activities. Indian students participate in regular programs and activities -- also basketball -- but to a lesser degree than Non-Indian students. |
| CC | Indian students are eligible for participation in all campus organizations. We do not maintain participation or active membership records or rosters. A Native American Association was formed this spring at Carroll, its constitution drafted by a committee of Indian students and approved by the Associated Students of Carroll College. |
| C of GF | Since this is the first year we have had many Indian students on campus, there is not too much involvement in various activities other than the Indian club. Regular attendance at class appears difficult for some Indian students. |
| RMC | High degree |
| BI VO-TECH | No response |
| BU VO-TECH | The Butte Vo-Tech Center is limited to very few activities due to the fact that many students are working while in attendance at the center. The only active group is the student council and students are elected from their areas. |
| GF VO-TECH | No response |
| M VO-TECH | No response |
| H VO-TECH | All students eligible for student senate, sports activities. |

QUESTION VII - Does your school have a special service program or courses helping the Indian students improve their academic skills such as counseling, tutoring, basic core courses, etc.?

MSU — Full time (academic year) advisor-counsellor located in Center for Intercultural Programs. Student government budget, together with CIP supplement makes tutoring available in all subjects for Indian students (part of University-wide tutoring service). No core courses. Beginning autumn 1974, academic advising of most newly admitted Indian students will be located in CIP.

U of M — Authorized by the Higher Education Act of 1965, Special Services is authorized to provide remedial and other special services to students who, by reason of deprived educational, social, or economic background, or physical handicap, are in need of such services to assist them to initiate, continue and/or resume their post-secondary education. Services provided include: counseling, tutoring, career guidance, placement, financial aid, and innovative curricula. The project has been in operation for two years now and is presently seeking refunding.

EMC — Yes

MCMST — No

NMC — We have applied for Special Services grant to help Indian students and were unsuccessful each time. We intend next year to add one FTE Indian staff to counsel Indian students.

WMC — There is not a special service program since, at the present time, Indian students are such a small proportion of the total student body, but Indian students may avail themselves of the same counseling and other special services as the non-Indian students.

DC — There is a full-time counsel who helps the students with school and social needs and helps them get totoring. There is a learning skills class for both Indian and white students who need help with the basic skills.

QUESTION VII (continued)

| | |
|---|---|
| FVCC | We do have a Special Service Program with American Indians as the major target group - present and projected proposal enclosed. |
| MCC | Basic skills work -- counseling -- limited tutoring are available to Indian students the same as for all students. |
| CC | At this time, no formal programs. Faculty and full-time professional counseling and tutorial assistance are available on an individual basis. Improved counseling for all students and specialized help for minority students are currently being developed. |
| C of GF | Counseling for on-campus students through provision of the Landless Indian Education Program. |
| RMC | No response |
| BI VO-TECH | No response |
| BU VO-TECH | Any student who needs special help in terms of basic education can take advantage of it at the center. Two full-time counselors worked with students to assist them in finding success. We have also worked with the local Indian Alliance and BIA to help Indian students to adjust. |
| GF VO-TECH | Yes - Special Needs - Basic Education |
| M VO-TECH | Within Missoula Technical Center we have a developmental learning center for students needing remediation compensatory education, and improving existing basic skills. We have a good counseling department consisting of two full-time and one half-time counselors. We also have access to tutorial assistance upon request of the student. |
| H VO-TECH | Counseling, tutoring, adult basic education, understanding instructors. |

QUESTION VIII - To what extent do Montana Indian tribes participate in Indian education at your institution; such as conference, speakers, cultural input, tribal educational internships, etc.?

MSU — In past four years, Montana State University has hosted conferences on reservation conditions, primarily for the reservation peoples, or for campus at-large audiences. During each of past two years, two University Consultants and average of six other reservation resource people have appeared in various classes.

U of M — Indian Studies staff are involved in teaching classes through the Extension Division; participating in the University Year for ACTION and have internees serving on the school system on the Rocky Boy's Reservation,; offering a course to inmates and corrections officers at Montana State Prison; and sponsoring Omnibus Courses throughout the academic year to serve the needs of the local Indian community.

EMC — Native American Studies Class; youth conferences; coal seminars; Teacher Corps classes; Advisory Board for Upward Bound/Special Services

MCMST — In the limited number of such events that we have, the Indian participation will be great, as high as 50% or more.

NMC — In conferences, to a considerable extent, as consultants, speakers, and for cultural input. This year, in two Bicultural Institutes and the Indian Employment Conference, for example.

WMC — Indian leaders have helped develop and administer workshops and conferences. Eight Indian leaders have been invited to participate in our Indian-white Relationship Workshop this summer.

DC — BIA workshops at the school, Fort Peck, and guest speakers speak to the Indian culture class. The college has continually been the academic target for BIA training sites and in-service education.

FVCC — Tribal members have participated in: Indian awareness week; Special Service Advisory Board and Speaker at ASHE conference.

QUESTION VIII (continued)

| | |
|---|---|
| MCC | None to date |
| CC | Although Carroll has enjoyed amicable and helpful relationships with the tribes in the past, opportunities for mutual assistance have been underutilized. We are gratified by assistance being received in the conduct and planning for our 1974 summer workshop (co-sponsored by the HIA and the MUIA). We anticipate substantial help in developing next Fall's programs for the Carroll Native American Association and courses in Indian Literature and Culture -- and in identifying ways of improving our services to Indian students and the community. |
| C of GF | No response |
| RMC | Support of Indian club |
| BI VO-TECH | No response |
| BU VO-TECH | We have guest speakers at the center but they usually are speaking on occupational areas including the Indian Community. Teachers from the center taught basic education courses at the Indian Center. |
| GF VO-TECH | No response |
| M VO-TECH | No response |
| H VO-TECH | No response |

QUESTION IX - To what degree have Indian people used your affirmative action program (if any) to professionally or academically advance themselves at your institution?

| | |
|---|---|
| MSU | No Indian people have used the program here. No concentration of Indian peoples live near Bozeman; closest reservation is 160 miles distant. |
| U of M | Not utilized at this time. |
| EMC | All employees of recent hiring must be approved by the Affirmative Action Coordinator, special consideration is given to all minority applicants. |
| MCMST | No Indians on our staff |
| NMC | To practically no extent whatsoever |
| WMC | To this point, Indian people have not felt it necessary to avail themselves of the affirmative action program. |
| DC | Not used |
| FVCC | None |
| MCC | None |
| CC | No response |
| C of GF | Has not been used |
| RMC | No organized academic advancement program |
| BI VO-TECH | No response |
| BU VO-TECH | None |
| GF VO-TECH | No response |
| M VO-TECH | No response |
| H VO-TECH | Standard programs that meet needs of individual, business and industry, solve this problem for us. |

QUESTION X - How many Indian courses are offered at your institution?

MSU

| Course | Units | Dept. | Non-Indian Faculty |
|---|---|---|---|
| 1. Indians of Mont. | 4 | Anthropol. | X |
| 2. Indians, No. Am. | 4 | Anthropol. | X |
| 3. Ceramics Lab. | 1-6 (to 18 credits) | Chem. Engr. | X |
| 4. No. Am. Indians | 4 (Guest Lect.) | History | X |
| 5. Indian Heritage | 4 (Guest Lect.) | History | X |
| 6. Minority, Ethnic Groups | 4 (Guest Lect.) | Sociology | X |
| 7. Northern Cheyenne | 4 | Modern Language | Indian Fac. |
| 8. Intercultural Communication | 3 (to 9) | Intercultural Studies | X |

U of M

LA 100-5 credits. Indian Culture as Expressed Through Language.
LA 240-3 credits. The Reservation Indian.
LA 241-3 credits. History of Indian Affairs.
LA 242-3 credits. Contemporary Issues of the American Indian.
LA 300-4 credits. American Indian Education.
LA 301-4 credits. American Indian Religion and Philosophy.
LA 350-3 credits. Seminar - Research and analysis of cultural issues affecting Native Americans.
LA 490-1-9 credits. Independent Study.

ANTH 361-4 credits. Indians of North America.
ANTH 365-3 credits. Indians of Montana.
ART 428-3 credits. Methods of Teaching Social Studies
3 credits in Secondary Schools
4 credits. Electives Selected with Advisor
31 credits. Total Requirement for Indian Studies Teaching Minor

In addition, Indian Studies staff are involved in teaching classes through the Extension Division, participating in the University Year for ACTION and have

QUESTION X (continued)

U of M (cont'd)

internees serving on the school system on the Rocky Boy's Reservation; offering a course to inmates and corrections officers at Montana State Prison; and sponsoring Omnibus Courses throughout the academic year to serve the needs of the local Indian community.

EMC

| Course | Units | Dept. | Non-Indian Faculty |
|---|---|---|---|
| 1. Seminar-Comp. Indian Problems | 2 | Native Amer. Studies | Indian Fac. |
| 2. Workshop-Curr. Development | 2 | Native Amer. Studies | 1 |
| 3. - | | | |
| 4. Issues in Indian Education | 3 | Native American Studies | |
| 5. Local Montana Indian Culture and Crafts | 3 | Native American Studies | |
| 6. - | | | |
| 7. Independent Study | 1-8 | Native American Studies | |

MCMST

HSS 473CE Emerging Indian Heritage in Modern America, 2 credits. HSS Department. Indian Faculty.

NMC

| Course | Units | Dept. | Non-Indian Faculty |
|---|---|---|---|
| EG 333 | 3 | English | 1 |
| EG 334 | 3 | English | 1 |
| EG 335 | 3 | English | 1 |

EG 333, Literature about American Indians.
EG 334, Indian Oral Literature in Translation.
EG 335, Indian Literature in English.

QUESTION X (continued)

| | | Course | Units | Department | Non-Indian Faculty | |
|---|---|---|---|---|---|---|
| WMC | | Mont. Hist. | 3 | History S.S. | Not Identifiable | |
| | | Mont. as St. | 3 | History S.S. | " | |
| | | Ind. Cultures of Northwest | 3 | History S.S. | " | |
| | | Ind. White Relationships | 3 | History S.S. | " | |
| | | Independent Work | varies | varies | " | |
| DC | 1. | History and Culture of N. Plains Indian | 1 | Anthro. | 0 | 0 |
| | 2. | Indians of N. America | 1 | Anthro. | 1 | 0 |
| | 3. | Presp. on Current Indian Affairs | 1 | Anthro. | 1 | 0 |
| | 4. | Listening Skills | 1 | Learning Skills | 1 | 0 |
| | 5. | Notetaking | 1 | Learning Skills | 1 | 0 |
| | 6. | Personal Budgeting | 2 | Learning Skills | 1 | 0 |
| | 7. | English Lang. Usage | 1 | Learning Skills | 1 | 0 |
| FVCC | 1. | Indian Religion | 2 | Gen. Studies | 1 | (Indian adults) |
| | 2. | Contemp. Ind. Prob. | 2 | Sociology | 1 | " |
| | 3. | Contemp. Ind. Prob. | | Sociology | 2 | |
| | 4. | Blackfeet lang. | | Gen. Studies | 1 | teacher aide |
| | 5. | Indians of Mont. | | Anthropology | 1 | |

QUESTION X (continued)

MCC None

| CC | Course | Units | Department | Non-Indian Faculty |
|---|---|---|---|---|
| | EN 320 American Indian Literature - 3 semester hours - Non-Ind. Faculty | | | |
| | EN 217 Contemporary Indian Writing - 3 semester hours - Non-Ind. Faculty | | | |
| | ED 306 The People: Indian Awareness - 3 semester hours - Indian Faculty | | | |
| | Ed 407 Lore of Peoples: Cultural Awareness - 4 sem. hours - Non-Ind. Faculty | | | |
| | (Note: En 320 and 217 are regular-year offerings; both make extensive use of Indian guest lecturers. Ed 306 and 407 are 1974 summer session workshops. Extensive Indian participation has been involved in planning Ed 306, which will be conducted by Indian lecturers and is cosponsored by the Helena Indian Alliance and the Montana United Indian Association, and includes a 3-day weekend in Browning). | | | |
| C of GF | Indian Studies I | 3 S.S. | | Indian Faculty |
| | Indian Studies II | 3 S.S. | | " " |
| RMC | Indians of North Am. | 3 | Soc.-Anthro. | Non-Indian Faculty |
| | Education Dept. | 3 | Soc. Study Methods of Indian Schools | Indian Faculty |
| | Reservation Comm. Education | 2 | Soc. Anthro. | Indian Faculty |
| | Contemporary Indian Art | 2 | Art Department | Indian Faculty |

BI VO-TECH No response

BUTTE VO-TECH None

GF VO-TECH No response

M VO-TECH None that are specifically oriented to Indians

H VO-TECH None

| | |
|---|---|
| QUESTION XI. | Does your school have future plans to develop new courses or drop present ones? |
| MSU | 1974-75: will develop new courses in teacher education, and cultural transition. No plans to drop currently offered courses. |
| U of M | Curriculum is designed by the Native American Studies Curriculum Committee, and can only be determined by this committee in the future. |
| EMC | No plans to drop present courses. Yes, we will develop new courses as needs arise and staff are recruited. |
| MCMST | New courses are being developed as fast as interest grows and funds become available. |
| NMC | No specific plans. We can, in the normal course of events, expect to add or drop courses, some of which will relate to Indian studies. |
| WMC | Curricula evaluation is a constant process at Western and our courses in Indian studies will be examined in the light of changing demands in the schools evolving role and scope. |
| DC | Next year with the Indian Studies Coordinator, new courses will be implemented and taught by the coordinator and no present courses will be dropped from the school catalog. |
| FVCC | Development of courses related specifically to Indian needs will be instituted by Indian people. The Special Service Program, because of its constant contact with Indian students and its relationship to its own Advisory Committee, has been the main source for initiating Indian related courses. Others on reservation courses have been initiated by the tribes themselves in a contract relationship.<br><br>Human Services Courses (on reservation specifically designed to reflect Indian Human Service Problems.<br><br>Environment Studies (on reservation specifically designed to meet reservation needs). |

QUESTION XI. (continued)

| | |
|---|---|
| MCC | Some courses -- though probably not many -- may evolve from our federal program involvement with the Northern Cheyenne. |
| CC | We are currently evaluating our present program to determine desirability and feasibility of present and proposed offerings. |
| C of GF | Yes, through utilization of Indian educator and resource persons with special background in Indian culture as team people in courses presented by non-Indian faculty.<br><br>A graduate level course, "The Cultural Bases of American Indian Education", is being offered for the first time this summer. Other such courses will be developed. |
| RMC | No response |
| BI VO-TECH | No response |
| BU VO-TECH | The center is constantly attempting to meet manpower needs of our community and state and as a result is constantly attempting to offer new occupational courses. Due to budget limitation, these course changes are at a minimum. |
| GF VO-TECH | No response |
| M VO-TECH | We do plan on adding and deleting courses as needed. However, at this point in time, nothing is concrete. |
| H VO-TECH | As employment needs arise. |

QUESTION XII - What type of academic research is being done in relationship to Indian culture or in their community and by whom?

| | |
|---|---|
| MSU | Prof. Wayne Larson, Sociology, on population movement within Montana, at MSU. Prof. Edward Barry, History, BIA administrative history of Ft. Belknap, not on reservation. Prof. Thomas Wessel, History, BIA administrative history of Rocky Boy, not on reservation. |
| U of M | No research is currently being done. |
| EMC | Community surveys on Northern Cheyenne and Crow communities by students in Teacher Corps. |
| MCMST | None at present. |
| NMC | Northern Montana College is not funded to conduct research. Faculty members conduct some unsponsored research on their own, some of which may relate to Indian culture. |
| WMC | Several books and articles have been published or are in the process of completion, most by Dr. Davison of the history department whose latest book on the Nez Perce is forthcoming. |
| DC | This year with the addition of a full-time institutional research person, studies are underway in the field of academic research as it relates to all minority students and others in the area. |
| FVCC | Action oriented research is being done by students in the contemporary Indian problem research seminar. Other research is being done by Indian students in the Human Service curriculum community - agency dynamics. Special Services and Human Services staff have been cooperating in a joint effort to identify learning needs and patterns of Indian students. |
| MCC | None at present. |

QUESTION XII (continued)

| | |
|---|---|
| CC | Carroll faculty are recruited and retained primarily on the basis of their ability, interest and effectiveness on teaching and counseling. Research is encouraged only insofar as it promotes these objectives. Other than our own present search into ways to improve our overall educational services, we are unaware of any specific research projects under way. |
| C of GF | Academic research is at present being done by the Indian coordinator, the Department Chairman, the Director of Continuing Education and the Director of the Montana United Scholarship Services Coordinator. |
| RMC | Anthropology department at Smithsonian Institute - grant to this group on Indian history of this region. |
| BI VO-TECH | No response |
| BU VO-TECH | No response |
| GF VO-TECH | No response |
| M VO-TECH | No response |
| H VO-TECH | No research at this institution. |

QUESTION XIII - Does your institution have an Indian studies program supported by state funds? If not, what funding is being used to support your Indian program?

| | |
|---|---|
| MSU | State funds: Anthropology, Sociology, History courses, State, and soft funds combined: Intercultural Communication course.<br>Temporarily released state funds (salary): Ceramics course<br>Soft funds: Northern Cheyenne course<br>State funds: Salaries of Prof., Amer. Indian Studies; Student Advisor<br>Soft funds: Two University Consultant salaries |
| U of M | Yes. 10% of our funding is from the State, and the other 90% comes from Federal Government and private foundations. |
| EMC | Yes, the coordinator of Indian Culture will coordinate, design, implement and teach in the Native American Studies program. 1974-75 funds provide an additional staff member in this area. |
| MCMST | No. Continuing Education and Extension funds. |
| NMC | We have no Indian Studies program. The three courses we teach in Indian Literature and the Indian History and the Indian Music and Art which we will teach during summer session, are all supported by state funds. |
| WMC | Presently all programs are state funded. |
| DC | Area BIA funds. |
| FVCC | There is no formal Indian studies program but an informal program has been supported by the Special Service project. |
| MCC | No. |
| CC | No. To date our programs are being funded from the college operating budget with the exception of those items identified in Section IV. |

QUESTION XIII (continued)

| | |
|---|---|
| C of GF | No. Federal funds and institutional resources. We feel we have made a good beginning with these resources, however, it would be more possible to project continuity for the program if state funds were available |
| RMC | No. Federal and private funds. |
| BI VO-TECH | No response |
| BU VO-TECH | Not applicable |
| GF VO-TECH | No |
| M VO-TECH | We do not have an Indian Studies Program. |
| H VO-TECH | No Indian studies. |

QUESTION XIV - Does your institution have an Indian advisory group of a formal or informal nature? What is their relationship to Montana Indian people and tribal reservations? Do you feel that such a committee should be established at the presidential level of the institution or at another level? Describe.

MSU — American Indian Council, composed of campus administrative officers, Prof. of American Indian Studies, two University Consultants, American Indian Student Advisor, president of Indian Student Club, Director of Center for Intercultural Programs. Represents campus policy vis-a-vis reservations. All members appointed by Montana State University President upon recommendation of Prof. of American Indian Studies.

U of M — Yes, we have an EPDA Advisory Board and a Health Science Advisory Board.

EMC — Eastern does not have an Advisory Group, but many of the various programs on-campus do have Advisory Groups. Yes, Eastern does feel an institutional committee might be useful at the presidential level.

MCMST — No -- no organized group. We do not feel it necessary to establish such a committee at present because of the few Indian students who enroll.

NMC — There is an advisory group for the Rocky Boy C.O.P. program. We utilize at hoc Indian advisory groups for occasional workshops or institutes where relevant. Persons on such advisory groups are hopefully representative of their tribes. An advisory committee should relate to the college at the level of the administrator who is responsible for the program to which group is advisory.

WMC — Not applicable at present time due to small number of Indian students enrolled.

QUESTION XIV (continued)

| | |
|---|---|
| DC | Dawson College has an advisory board that helps advise the Indian studies program. |
| FVCC | The only Indian Advisory group is the Special Service Advisory Committee. Membership includes: Indian faculty, students and reservation tribal members. We feel an advisory committee should be established at a higher level. |
| MCC | We are using a committee at Lame Deer to assist us in the development of curriculum in the vocational school. |
| CC | We are currently working with ad hoc advisory groups for the development of specific projects (such as the summer workshop, the Carroll Native American Association). Formation of a broader Indian advisory group would seem to make very good sense, and is under consideration. |
| C of GF | Yes, at Hays Indian members of the Urban/Rural School Development Council.<br><br>At Great Falls ... The Indian Director of the Landless Indian Education Program and the resources of the office he represents along with consultants he has arranged for. |
| RMC | Yes - minority joint committee - special services composed of students, faculty and community. |
| BI VO-TECH | No response |
| BU VO-TECH | No |
| GF VO-TECH | No. School District No. 1 does have an Indian Advisory Committee for the local district. |
| M VO-TECH | Not applicable |
| H VO-TECH | Not structured |

QUESTION XV - Due to recent state legislation (HB343, HJR60, HB746) calling for the implementation of Indian studies at teaching institutions, have you any plan to implement such courses and under whose authority will that responsibility fall?

| | |
|---|---|
| MSU | If satisfactory faculty can be hired for $11,000 - $11,500 plus fringe benefits, teacher education courses will be instituted in autumn of 1974. Responsibility will be that of CIP in cooperation with College of Education. |
| U of M | Yes, we plan to meet the law under HB 343 through the offering of Indian Studies courses for teachers of Indian children in the coming years. |
| EMC | We are planning for this implementation the responsibilities would fall under the authority of the Coordinator of Indian Culture. |
| MCMST | We are not a teaching institution and have no plans to implement Indian studies at present except for those being presented by the Continuing Education and Extension Division at Summer Sessions. |
| NMC | Yes, we will implement courses to meet the statutory requirements as stipulated. This will be my responsibility probably to be delegated to the appropriate division deans and giving due regard to the fact that at the college level curriculum is the province of the faculty. |
| WMC | Western has always recognized the responsibility outlined in the above legislation and has offered these courses for years under the direction of the department of History and Social Science. |
| DC | Dawson College is presently teaching such a course at Wolf Point, Montana. The state department has approved this as one of the first. |
| FVCC | No plans at present. Such studies would come under the authority of the Dean of Instruction. |

QUESTION XV (continued)

| | |
|---|---|
| MCC | Not directly through our school. These should be taught by and through the four-year colleges. We will offer them as extension classes from them. |
| CC | We are currently offering such courses. Responsibility for such courses (and any new courses) rests with the Board of Educational Policy and Practice and the Academic Dean. |
| C of GF | In progress under the direction of the Indian educator we have hired. Interdisciplinary course involving cooperation between the Education and Social Science Departments. |
| RMC | No plans |
| BI VO-TECH | No response |
| BU VO-TECH | Not applicable |
| GF VO-TECH | No |
| M VO-TECH | Not applicable |
| H VO-TECH | Not that kind of institution |

QUESTION XV (continued) COMMISSION QUESTIONS

| | A. Does your institution have or plan to implement a program to bring Indian faculty and staff into your school? Describe. |
|---|---|
| MSU | If increased funds available, Indian faculty will be hired for direct involvement in the Indian program. Emphasis will be first upon hiring one university consultant from each reservation in Montana. |
| U of M | Not applicable |
| EMC | We are constantly looking for Indian staff and faculty, and have positions available. |
| MCMST | No, not at present. |
| NMC | Yes, our affirmative action program must be made to work. |
| WMC | As vacancies occur, Indian candidates will be considered. |
| DC | The addition of an Indian Studies coordinator next year will add the needed Indian faculty at Dawson College. |
| FVCC | No |
| MCC | As programs with Northern Cheyenne develop, Indian faculty and staff will be secured where appropriate. |
| CC | Currently under serious study, although budgetary restrictions are a serious problem in considering any expansion of staff or programs. |
| C of GF | With the existing programs on campus and at Hays-Lodge Pole Resident Center at present Indian faculty and staff are brought into program when and as needed. A plan to implement a program is possible if research and curriculum development so indicate. |

QUESTION XV (continued) COMMISSION QUESTIONS

A. Does your institution have or plan to implement a program to bring Indian faculty and staff into your school? Describe.

| | |
|---|---|
| RMC | No response |
| BI VO-TECH | No response |
| BU VO-TECH | Not applicable |
| GF VO-TECH | Our faculty is handled through the personnel Director of the School District. |
| M VO-TECH | Currently 7% of our faculty is of native American Heritage. |
| H VO-TECH | Vacancies met by qualified people will be hired. |

QUESTION XV (continued) COMMISSION QUESTIONS

B. Are there any special considerations given to Indian people, in recruitment, employment, etc.?

| | |
|---|---|
| MSU | Virtually no consciously established institutional considerations in areas of faculty, staff recruitment. Few Indian people apply for employment at Montana State University. |
| U of M | Not applicable |
| EMC | Yes |
| MCMST | They receive equal consideration with all other students. |
| NMC | We follow the provisions of our affirmative action programs. |
| WMC | In determining financial aid requirements, Indian students are given special consideration. |
| DC | Yes |
| FVCC | Only in programs directly dealing with Indians, the Director of Special Services was selected by a committee of Indian students, Indian faculty, and Indian community members. |
| MCC | Neither special nor discriminatory. |
| CC | We are an announced Equal Opportunity Employer and a member of the Project Equality program -- anxious to consider and recruit Indian and other minority employees. |
| C of GF | Yes -- Indian heritage preferred for faculty members to teach in Landless Indians Education Program. |
| RMC | No response |

QUESTION XV (continued) COMMISSION QUESTIONS

B. Are there any special considerations given to Indian people, in recruitment, employment, etc.?

BI VO-TECH — No response

BU VO-TECH — The Vo-Tech Center accepts students on a first-come, first-serve basis.

GP VO-TECH — Personnel director handles this.

M VO-TECH — The only special considerations are toward the candidate's qualifications for the job. We do comply with the Civil Liberties Codes and try to employ the most competent individual for the available position.

H VO-TECH — We meet this consideration through employer's request.

QUESTION XV (continued) COMMISSION QUESTIONS

C. When hiring an Indian person at your school, is there an established screening process which you use to select applicants for positions, such as, regular school faculty, Indian studies, staff, etc.?

| | |
|---|---|
| MSU | None. If applicants are identified for position mentioned in item XV., above, screening will involve existing two consultants; president, American Indian Club; Prof. of American Indian Studies (if not on leave); Dean and department heads, College of Education; and Director, Ctr. for Intercultural Programs. |
| U of M | Not applicable |
| EMC | The same screening is used for all employees. We are an Affirmative Action institution. |
| MCMST | No |
| NMC | Once applications are received, the screening process for hiring an Indian person is the same as that for hiring a non-Indian. |
| WMC | All applicants for positions at Western are carefully screened and interviewed. |
| DC | Yes |
| FVCC | No specific process - overall college screening. |
| MCC | Regular process used for hiring all staff. |
| CC | No formal procedure that varies from the regular practice of hiring for either administration, faculty or staff. |
| C of GF | Yes - as with other faculty and/or staff members. |
| RMC | Through the Advisory Board. |

QUESTION XV (continued) COMMISSION QUESTIONS

C. When hiring an Indian person at your school, is there an established screening process which you use to select applicants for positions, such as, regular school faculty, Indian studies, staff, etc.?

| | |
|---|---|
| BI VO-TECH | No response |
| BU VO-TECH | Not applicable |
| GF VO-TECH | Not applicable |
| M VO-TECH | No differentiation in the screening processes for applicants is noted between various positions. |
| H VO-TECH | Equal opportunity employer - three persons on administrative staff. |

QUESTION XVI - Please add any additional comments you wish to make.

| | |
|---|---|
| MSU | Montana State University's program emphasized assistance to reservation peoples, and has tended to de-emphasize the development of on-campus courses, research, and supplementary activities. Extreme shortage of dependable funding has rendered the program almost impotent. |
| U of M | No response |
| EMC | We find that it is extremely difficult to find qualified Indian personnel and retain those we employ because of the high salaries they are offered elsewhere. |
| MCMST | No response |
| NMC | No response |
| WMC | There are some indications that not all Indian students wish to be identified. Some do not want nor seek any special treatment deemed due them because they are Indian. They are seeking identity with the general culture and wish to make their own way independently. We cannot identify all of our Indian students. |
| DC | Dawson College is committed to recruitment and serving the minority students. |
| FVCC | We feel that the major role of the community college is to act as a resource to implement needs identified by the Indian community. The special services programs Advisory Board recently sent a letter to the colleges Board of Trustees asking for a more definite commitment for Indian Education. The letter was received favorably and will be taken under advisement at a study session. |
| MCC | No response |
| CC | We will be grateful for any comments or suggestions that will help us improve our services to the Indian community. |

QUESTION XVI - Please add any additional comments you wish to make.

| | |
|---|---|
| C of GF | No response |
| RMC | No response |
| BI VO-TECH | No response |
| BU VO-TECH | None |
| GF VO-TECH | No response |
| M VO-TECH | This particular questionnaire does not appear to be directed toward vocational education, but more specifically toward the university units. |
| H VO-TECH | In our institution, received, processed and accepted without reservation. |

# APPENDIX C

# STAFF LETTER OF REQUEST AND

# RESPONSES FROM NATIVE AMERICANS

COMMISSION ON POST-SECONDARY EDUCATION
SUITE 5 - 201 EAST 6TH AVENUE • HELENA • MONTANA • 59601
406-449-2727

COMMISSION MEMBERS

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THOMAS L. JUDGE
GOVERNOR

PATRICK M. CALLAN
STAFF DIRECTOR

April 30, 1974

MEMORANDUM

TO: Montana Indian People, Advocates of Native American Affairs and Educators

FROM: Kenneth G. Harwood
Research Analyst

The purpose of this letter is to request you to make input into a special report being developed by the Commission entitled "Native Americans in Post-Secondary Education".

Your response will be helpful in focusing on what future goals, objectives, and educational priorities should be recommended to improve post-secondary education in relationship to the larger Montana Indian Community.

I would like you to feel that you have an investment in the development of this commission study. Therefore, I would like to read in your letters what you think (as educators, Montana Indians or advocates of Native American Affairs) about the issues and problems facing Montana post-secondary education. More importantly, I want to know your recommendations for dealing with these issues and problems. In order to meet a time-table of June 1, 1974 for completion of this report. I am requesting that your response be returned by May 15, 1974 so as to permit time to go through the 500 letters sent out. If possible, I suggest that your letter be no longer than one or two pages.

Who and What is the Commission?

The Commission on Post-Secondary Education was created by House Bill No. 578, March 20, 1973, and became operative, July 2, 1973. The Commission will expire at the end of the 1975 legislative session.

At present, the Commission consists of 29 members two of which are American Indian decent, Mrs. Joan Kennerly, Blackfeet, and Mr. V. Edward Bates, Sioux. The Commission staff member assigned to coordinate the development of this report is Kenneth G. Harwood, an enrolled member of the Blackfeet tribe.

The 1973 legislative session created this commission to "make a detailed and thorough study of post-secondary education in this state" and further mandated that specific attention be given to inventories of post-secondary educational resources, planning and coordination, access for all persons who desire and can benefit from post-secondary education and accountability.

Why this Indian Report?

From the legislative mandate and through Commission direction, the basic idea of this report was conceived. The Commission articulated the following question and voted to include it in the study plan.

> What are the future post-secondary education needs of native Americans, and what is the state's responsibility under Article X, Section (1), Montana Constitution, which provides: "The state recognizes the distinct and unique cultural heritage."?

To answer the above question, a study approach (in three stages was subsequently designed to gather information and data necessary to the successful development of this report.

In the first stage, a "base line data instrument for school information" is to be sent to the seventeen Montana post-secondary institutions—universities, private colleges, community colleges, and vo-tech centers. In the second stage, a request for input is to be sought from the Montana Indian Community, i.e., from advocates of Native American Affairs and from educators concerning themselves with the welfare of Indian people in relationship to post-secondary education. In the third stage from information, data and recommendations derived from state-wide inputs of school and community a report could be developed which reflects the present and future status of Indian people within institutions of higher or advanced learning.

I will conclude this memo by stating that your input is vital to the progress and development of this report. I firmly believe your effort and time, will have a definite influence and positive effect on the future of the American Indian educational progress, as well as on those in Montana's post-secondary institutions.

Again, may I remind you to return your responses no later than May 15, 1974.

KH:je

APPENDIX D

INDIAN EDUCATION CONFERENCE

BROWNING

Box 1634
Billings, Mont. 59103
May 15, 1974

Kenneth Harwood
Research Analyst
Commission on Post-Secondary Education
Suite 5 - 201 East 6th Ave.
Helena, Mt. 59601

Dear Mr. Harwood:

In relation to post-secondary education, these are the needs I see for Indian students in Montana:

1. Self-Identity - who am I, where did I come from, where am I going today?

This need to be met through courses:

A. Indian Culture - as it functioned in early times; special emphasis on spiritual values and concepts and other values of the society. Tracing effects of impact with whites to show erosion and change of value system up to today, producing disorientation, conflict and frustration. Awareness of root causes of today's social ills allows meaningful remedies to be designed and implemented. How are former values useable today? This is of vital importance to our Indian youth who are searching for direction.

B. Indian History - emphasizing Plains area. Should deal with early times and trace up to present, including relationships with the government, the Missionaries, the educators. Students could research their own reservation.

C. Indian Spiritual Ways - comparison of basic spiritual concepts, ceremonies etc. of various Indian groups in Montana. Impact of Christianity; what is today's picture? What is viable today? Examine similarities and conflicts of Christian concepts with Indian spiritual concepts.

D. Tribal Governments - how they are organized, past and present. Examination of strong and weak points; how could this system improve?

E. Current Issues of Montana Indians - examine most important issues: economic, social, education, self-determination etc. facing people today.

F. Urban Indians - issues of concern, viable solutions or directions. Emphasize Montana: Billings, Missoula, Helena, Great Falls.

G. Indian Education - what does this term mean? Examination of bilingual, bicultural curriculum, K - 12 and through higher education. Community involvement in schools and education; school boards and their potential for improving education at local level. Federal and state programs in Indian education.

H. Alcoholism & other drugs - Causes and cure; emphasizing an ethnic

approach. Examination historically of use of alcohol in relation to Indian-white contact.

For an institution to offer meaningful courses in Indian Studies, a number of things are necessary: (1) a knowledgeable Indian coordinator must be employed at a salary high enough to attract a well-trained person, (2) the courses offered (as suggested above) would need careful development, using, in some cases, a team of persons with knowledge in certain areas; also utilizing many Indian resource persons who can contribute much to the information needed for the courses. We must avoid using "Instant Indian Experts", either Indian or white. These are people with inadequate knowledge, experience or perspective who suddenly arrive on the scene and have all the answers. They compound the confusion.

Indian students should be encouraged to research their own particular tribe and reservation because this is most likely where they will ultimately live. There is a great need for Indians to gain awareness and perspective concerning what has happened in the past and what is happening today. Only then can he become a part of the solution to problems, rather than being part of the problem. So a major goal in post-secondary education is to offer courses which will create AWARENESS & PERSPECTIVE in the Indian student. This will help him make a meaningful contribution to helping Indian people, if he chooses to do that.

The other academic courses offered will give him knowledge and skills he needs, but Indian Studies will help him achieve a positive self-image. Equipped with that, he is ready and able to achieve in other areas of endeavor.

The second basic need for Indian students is:

2. Assistance in fulfilling details of financial aides, registration, selection of courses, tutoring etc. This need is met through Special Services Programs to provide counselling and assistance. These helps and encouragements often mean the difference between staying in school or dropping out.

It is unrealistic to think all of Montana's post-secondary institutions could offer something such as is outlined here, but at least the 3 institutions with the largest Indian enrollment should attempt to do so. It might even be an advantage if there were one institution that offered a really excellent Indian Studies program. Indian students could go there their first year (or two) and then go elsewhere as desirable. It could help them to get oriented and headed in the right direction.

Sincerely,

John Woodenlegs

John Woodenlegs
President, Northern Cheyenne
Research & Human Development Assoc.

Robert J. Swan, Asst. Director & Counselor/Advisor, Indian Studies Program University of Montana, May 15,1974

During the 1972-73 academic year, 156 fee waivers were granted for the 1972 Fall Quarter, 149 during the 1973 Winter Quarter, and 151 during the 1973 Spring Quarter. This averages out to 152 fee waivers at $270.00 each, for a total cost of $41,040 for the 1972-73 academic year. Since the University is not reimbursed by the State of Montana for Indian State Fee Waivers, I would like to make the following recommendations:

1. The State of Montana reimburse the University system for the granting of Indian State Fee Waivers.
2. The law be amended to include G.E.D. students.

With the additional $41,040 to $50,000 reimbursed by the State to the University of Montana, this money can be used for educational purposes and, hopefully, toward improving Indian education.

Gary W. Johnson, Project Director, Student Special Services, Rocky Mountain College, May 10,1974

Regarding the request for recommendations for the future of American Indian higher education in the State of Montana, I have only one such recommendation to make, and its subject is money. I make this recommendation as a member of all three of the groups to whom your memo was addressed, and I make this recommendation in all seriousness.

I most heartily recommend to the commission that a State Foundation for Indian Higher Education be established and funded to a degree which will permit the eventual assumption of all costs related to special higher educational programs for American Indian students. In proposing such a foundation, I would suggest that all accredited institutions of higher education (both public and private) be deemed eligible to apply to the foundation for funds to support such programs, and I would suggest that application procedures stipulate the submission of a well-designed plan or proposal by all applying institutions. Furthermore, I would divide the foundation's activities into at least three phases: those being, (1) direct scholarship support to needy Indian students who by virtue of nontreaty status or other circumstances are ineligible for Bureau of Indian Affairs assistance; curriculum development in the areas of Indian cultural and social studies and remedial educational programs; and (3) funding for support programs such as Student Special Services, Educational Talent Search, and Project Upward Bound.

Kathryn H. Brooks, Indian Community, May 8, 1974

In anything one sets out to do, you have a good foundation and the same applies to education. I think it is wrong to change curriculum or make subjects easier for Indians or give them passing grades whether or not they have earned them to get them through college. I've heard this has been done, but, cannot state it for a fact, however, if this is true, then it certainly does not help the individual. If the Indian student is college material then he should be able to hack it.

With college costs skyrocketing it will not be long before there will be Federal subsidization, then what happens to the academic criteria? Colleges will probably have to submit to Federal control for fear of losing their funding. It appears that too much emphasis is placed on sports and embellishments rather than on academic quality.

The basics are not how to get an Indian through college but, for the Indian to get a good elementary and high school background to help prepare him for college, then there would be no bonehead English classes or time spent on studying subjects that they should have had in high school. Perhaps my letter is not what you want, but, I said what I think.

Bob Parsley, Indian Education Supervisor, Office of the Montana State Superintendent, May 15, 1974

These suggestions will probably be expressed by many other people, since they deal with quite common concerns.

The Bureau of Indian Affairs higher education funding has not been adequate to give all Indian students a chance to enter a unit of higher education. This funding has to be increased.

It seems apparent that high school counselors and college advisors have failed our students since the students do not seem to be suited for the area of study that they often choose. This has caused a great deal of dissatisfaction and dropouts. A great deal of emphasis should be placed on getting students into a liberal arts area until he can decide where his or her talents and interests lie.

Indian college students should be given a better opportunity to see what services, colleges and college towns have to offer Indian students. The college campus is an extremely foreign environment to Indian students and every effort possible must be made to acquaint them with organizations, students and services which are familiar to them. Indian clubs and other Indian organizations often provide this extra help.

Members of the Montana University system should coordinate efforts in recruiting, services, course development, perhaps by the formation of a service oriented post-secondary education organization involving Indian faculty and students from each college or university.

More money should be made available to hire qualified Indian people into teaching positions in Montana colleges and trade schools.

Indian college students should not be given any special treatment in academic areas. They are as capable as anyone else of learning and should not be given grades or degrees which will not allow them to compete in the highly competitive non-Indian world.

Larry W. LaCounte, Project Director, Upward Bound/Special Services, February 26, 1974

If it is agreed that BIA grants are an entitlement, then tribal grants, per capita payments, judgement payments, earnings, property, cattle, etc. should not enter into the financial needs assessment of the student. The rules and regulations of the OE which the SFAO are compelled to follow do not permit exclusion of these assets in determination of Financial need. This builds a strong case for the Indian community in conjunction with the BIA to establish a set of rules and regulations for needs analysis of college students, and to impose upon the BIA to meet the treaty obligations and comply with statutes of the U.S. government and fully fund, to the greatest extent possible, all eligible Indian students who demonstrate that they are sincerely pursuing educational goals.

Mrs. Minnie Ellen Fritzler, Lodge Grass, Mt. May 13, 1974

Indian people today need to be educated on the preservation of their land base. There are schools and schools, but none which are geared specifically toward this goal. It is the land which keeps us a people and it is of utmost importance that we be able to defend ourselves against further enroachment. I am thinking in terms of resource development; Indian law, not only for budding lawyers but for future tribal leaders and informed tribal members; medicine, merchandising; marketing; business management; range management, animal husbandry, forestry-all the spectrum of occupations and professions which could serve to allow Indian people to manage their own affairs and not to be managed on their own reservations.

Aside from a well rounded program of Indian studies, the arts provide a vast field which is still largely untapped- I feel the Southwest tribes are duly credited with art forms but the Plains and other Indians have been relegated to "craft" categories. I believe these traditional "crafts" are an art form as well-beadwork, quillwork, tanning hides, song, dance, stories, the whole gamut. It is vital to us, as Indian people, that these arts be preserved and passed on.

These are just a few ideas I have on post-secondary education of Indian people. Traditional colleges abound in this land but none designed specifically to educate Indians in fields pertinent to them as Indian people who desire to remain so, but in a manner compatible with today's world. Thank youffor giving me the opportunity to share these ideas.

Stanley M. Jamruszka, Community Development Specialist, May 7, 1974

Satellite campuses have been successful in "bringing the classroom to the learner". Why not explore this possibility for better utilization of state resources available at the present time?

Mrs. Carol Bulltail, Lodge Grass, Montana, May 7, 1974

I believe that the Indian student should have an insight into the earliest problems that beface the Indian since Columbus set foot on this land. And on down the line of invaders, until today.

What would have happened if the Indians had just disintegrated in the great melting pot of America?

They should work together as a group, not as a militant part but as peace-makers. Most of all they should know their rights and what could be the best way to utilize them.

Loretta Roundine, Vista Volunteer, May 15, 1974

I now realize how important an education is to everyone. That is the only way a person can get a half-way decent paying job.

The Indian should know everything that he is entitled to. Its quite surprising how little Indian people know about their benefits.

People should have pamphlets on all regulations concerning colleges and universities. Like what benefits they're entitled to.

Indian culture and Indian language should really be taught and recognized in the schools.

Carson Boyd, Indian Advocate

Talking with students - the college students are always spending time to get money to go to school because BIA is not on the ball to get the money when they need it. Seems like BIA policy of never being on time with money or anything else always a week or month late. The kids get disappointed very fast. We need somebody to go to colleges who understand Indian ways to talk to the Indian boys and girls. Indians talk to one another in a different way which non-Indians can't understand. We don't spend enough thru BIA toward Indian students. Seems to be just a sideline for BIA.

Nancy Joseph-Chairman Johnson O'Malley Committee, Flathead Tribe, May 15, 1974

The biggest problem that our Indian student has is discrimination. Not only by other students, but also by the biggest part of the administration.

That our way is as good as any and the Indian people are no different than the dominant society.

Mrs. Philmmuyne Tucker, Concerned Community Member, May 16, 1974

I talked over this input you want with a college student and an Indian teacher and we came to the following conclusions:

Theresshould be more financial aid. There is the problem of the Indian graduate returning to the reservation. They are both welcome and unwelcome by the people on the reservation. The financial means of the institutions are getting scarce and as they raise the tuition, the Indian finds it even harder to get into the school. The students have difficulty in the fact that they must live within their means, help in this area is needed. A major problem or issue concerning us is the wide spread use of drugs and alcohol. The transition from a small community to a large city invites different values and a temptation to many things.

Mrs. Mae J. Crawford, Indian advocate, Blackfeet-Sioux, Johnson O'Malley Title IV Member

Intensive tutor program and counseling program and babysitting service if necessary, for Indian students trying to get post-secondary education. Tutors can be anyone available who knows their stuff but counseling must be done by Indians that have gone thru the mill themselves. Periodically bring in Indians who have succeeded in their field from outside to give the students a pep talk and have individual rap session with the students to give encouragement to really get in there and try again. Most Indians get lost in the big university system and feel after awhile - who really cares about what I do and start sliding in grades and otherwise. They need an individual to pat them on the back once in awhile, talk on their level.

Joan Kennerly, Native American Advocate

An Indian Education Advisory Board should be established to work with the State Board of Education, Board of Regents of Higher Education, Superintendent of Public Instruction, Board of Public Education, Presidents of Montana, Post-Secondary Institutions as to the proper direction of education for Indian people.

Indian History of Montana should have it's own course of study and should be made a requirement for all Montana students.

A sensitivity program for teachers and guidance counselors in school districts where there is a significant number of Indian students. In-service programs during the year to give educators additional insight into what the American Indians of the State are really like.

Accountability of Administration to students is very necessary. Included should be accountability of Indian students to the Post-Secondary School. What is expected of them?

Eugene Huntington, Executive Director, Rocky Mountain Development Council, Inc. May 14, 1974

I do, however, have a few observations which I feel would benefit future generations of urban Indian young people:

1). Financial assistance should not be tied to tribal enrollment or documentation of Indian blood but rather determined on a subjective need basis.

2). Post-secondary education should widen its focus in recruiting Indian people from just Montana's reservations, to also include Montana's growing urban Indian populations.

3). There is a need to educate the secondary school system in urban areas having Indian populations as to the opportunities available to Indian students for post-secondary education.

Mrs. Carmen Marceau, Principal, Vina Chatting School, May 13, 1974

One of my first recommendations would be that wherever our students receive further education or training that some Indian people should be involved in the staff at these places. Our students have someone to identify with which in turn helps the adjustment they have to go through after leaving our reservation.

That the universities, private colleges, community colleges, and vo-tech centers, that the people listen carefully to what our Indian students are saying and make adjustments to fit their needs to develop a "whole" person who can go out into the world and be a better person.

Bill Parker, Economics & Natural Resources, Northern Cheyenne Research Project, May 17, 1974

Mr. Bert Kaline, Council Member. It is therefore suggested here that the State institute a curriculum immediately which would lead to an Associate Arts degree in Indian Affairs and expand this to a Bachelor of Arts or Science degree in the same. Allowing us to expand in education from our land base out to heighten and preserve interest along the academic road specializing as we proceed but knowing first what our land, our separate nations as they relate to the U.S. and the world have to offer for ourselves and others.

James Shoulderblade, Northern Cheyenne Tribal Education Committee, May 9, 1974

Better communications between reservations and institutions of higher learning.

Provide current information to Indian students concerning grants, scholarships, loans and other financial programs and opportunities available to them.

Provide adequate courses in Indian History and culture and contemporary problems of Indians.

Provide tutoring services for those students who have difficulties in the area of language and good study habits.

To provide an opportunity for Indian seniors to live on campus for a period of time during the senior year.

Better preparation of Indian high school students for post-secondary education in the following areas:

1) Oral and written, English with emphasis on increased vocabulary
2) Study habits
3) Budgeting time and money wisely
4) Be aware of the opportunities that are available to Indian students in the area of financial aids
5) Be aware of the opportunities available to Indians in various trades and occupations
6) Better coordinations between schools on the reservation in relation to curriculum taught

Courses in Indian culture and History and comtemporary problems on Indians

To help the Indian student gain a good self-image and identity and to be proud of his heritage.

To encourage the student to budget his time and money to his best interests.

We hope that the Commission will be able to improve education for the Indian student and that we will have more successful college and vocational graduates in the future.

"Higher Education" was the topic of one of the panels at the Blackfeet Indian Education Conference held recently at Browning. Moderated by Leonard Guardipee, a graduate of Northern who is now in charge of BIA and Blackfeet Scholarships and Grants, the panel noted a number of problem areas and suggestions for improvement in educational programs for Indian students. Problems noted were:

1) Indian students are far outnumbered by white students in college, unlike the situation they are accustomed to in reservation schools.

2) Life on campus is regimented and urban, unlike reservation life.

3) Both the school and the community have a variety of new rules the Indian student is not accustomed to or familiar with.

4) The Indian student is away from the security of his home environment, often for the first time. He has the supportiveness neither of his family or his tribe.

5) The large classes in college are especially unfamiliar to the Indian student, most of whom come from schools where study periods are included in their daily schedules.

6) Money budgeting is a great problem. In some cases, Indian students receive an entire grant at the first of the quarter and are compelled to budget for two or three months.

7) Indian students are faced with a time problem they are quite unfamiliar with in terms of getting to class and meeting assignement deadlines.

8) Indian students face a considerable language problem, both in terms of a weak background in English and in terms of general lack of developed communication skills.

9) In college, Indian students frequently face discrimination from faculty and other students, often times for the first time.

In discussing the current situation at Northern, some panel members made the following specific suggestions:

1) Indian club should be encouraged and should be given a room or office for a headquarters, perhaps manned by a part-time work-study student.

2) There should be a central area to contact for information about Indian students and where Indian students can get supportive attention.

3) This central location should have a telephone. Information about the center should be sent to all reservation and BIA education centers. All incoming students should be advised of the availability of this center.

4) Tutoring for Indian students should be organized through Indian Club or other facilities.

5) Classes should not be modified to accommodate Indian students, but programs should be arranged so that Indian students can meet BIA requirements, yet also pick needed remedial work.

6) In the absence of a special services counselor, the school or Indian club should maintain a close relationship with reservation education directors and with Indian club members who can provide counselling for Indian students.

Mr. Bill Thackeray, Northern Montana College, Havre, Montana.

APPENDIX E

INDIAN EDUCATION MEETING

COMMISSION STAFF

FEBRUARY 11, 1974

February 11, 1974

1) HB 343 passed 73 session of the Legislature - requires Indian Studies for elem. and sec. teachers in schools on or adjacent to Indian reservations - no funding provided.

2) That the institutions should establish an Indian program with an Indian Board to set it up and design it to meet their needs.

3) Veterans have a problem with retaining in-state residency/ they should be informed HOW they can retain it in the event they wish to continue their education.

4) Nobody wants a special, watered-down curriculum for the Indian students.

5) The A.C.T. exam should be gone over thoroughly to find and remove the cultural bias.

6) Focus on quality not quantity (or a watered-down program) (replacing incompetent whites with incompetent Indians)

7) The fact that some students (at NMC, for instance) are given a IPHS card to obtain medical services from a private physician wherever they are attending school, and some students (at MSU, for instance) are not. This is, of course, a matter between the Indian student and the IPHS, but counselors at colleges and those who work in Special Services for Indian students should be made aware of the fact that it is possible.

8) FUNDING - Need monies for improving existing and establishing needed Indian Assistance, Special Services and Indian Studies programs.

9) INDIAN STUDIES/NATIVE AMERICAN PROGRAMS - The state needs at least one good, fully-funded program - including counselors, tutors, financial assistance programs. Ideally, program should be mandated (with adequate accompanying funding) and perhaps offered to the institutions to "bid" on. Any program should be designed and developed by Indians, with an Indian board to make policy.

10) CONSISTENCY THROUGHOUT SYSTEM - Need uniform policies relating to Indian students on the part of all institutions, e.g., health services; state and out-of-state fee waivers; entrance policies toward Montana Indians who have attended out-of-state Indian boarding schools; etc.

11) PHYSICAL FACILITIES - Need better cooperation among post-secondary institutions for use of facilities.

12) ADMISSION DIFFICULTIES - Counseling is deficient on all levels and must be improved; entrance exams are not appropriate, and in fact, are culturally biased.

13) INDIAN STUDENTS - Although they have some very special problems - some which make it difficult for them to adjust to and cope with the post-secondary educational system, nobody wants a watered-down curriculum for them. They do have specialized needs, some of which hopefully can be solved by some of the suggestions above. Tutoring programs and sympathetic and realistic counseling would help the situation. A good employment service would assist them with their financial difficulties. More and better financial aid programs would also help.

ATTENDEES:

Bob Parsley - Supervisor, Indian Education, State of Montana
Bill Yellowtail - Ass't Supervisor, Indian Education, State of Montana
Bill Thackeray - Educator, Northern Montana College
Arthur Plentyhawk - President of Indian Club, Northern Montana College
Dwight Youppe - President of Indian Student, Montana State University
Ed Bates - Commission Member
Jim Bates - Director of Special Services, FVCC
Bob Swan - Ass't Director, Indian Studies Program University of Montana, at Missoula
Joan Kennerly - Commission Member
Merle Lucas - State of Montana, Director of Indian Affairs
Beth Ricter - Commission Staff

APPENDIX F

MISCELLANEOUS

--INFORMATION ON INDIAN HEALTH SERVICES

--TABLES

--INDIAN ORGANIZATIONS, EDUCATORS, ETC.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION

April 4, 1974

BILLINGS AREA
INDIAN HEALTH SERVICE
3 SEVENTH STREET, WEST
P. O. BOX 2143
BILLINGS, MONTANA 59103

Our Reference: CHS

Mr. Ken Harwood
Commission on Post-Secondary Education
201 East Sixth Avenue
Helena, MT 59601

Dear Mr. Harwood:

The Indian Health Service provides health services to Indian students in accordance with the policy outlined in the attached manual issuance. This issuance is quite clear with the exception of identification of who will be served. In the Billings Area, Indian students who enter college from a health service delivery area (reservation) will be provided services.

The Billings Area has established programs at each college to ensure that Indian students receive the necessary health services. All medical (non-dental) services for the student and his family are provided at the city where he is attending school. Dental services are provided only when prior approval is obtained from the appropriate service unit dental officer.

At the current time, we are providing health services to 165 students at Eastern Montana College, 21 students at Rocky Mountain College, and 8 at the Great Falls College. We will obtain information on the number of students covered at other colleges and send the information to you.

Sincerely yours,

Jerome A. Zitur
Chief, Area Contract Health
Services Branch

Attach.

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| Procedures | 2-5.2 |
| Examinations | 2-5.3 |
| Records | 2-5.4 |

Listing -- Post-High School Educational Centers Enrolling Indian Students

CHAPTER 5

HEALTH SERVICES FOR INDIAN AND ALASKA NATIVE ADVANCED STUDENTS

2-5.1 GENERAL:

A. The basic objective of the Indian Health Service to provide health care to Indian and Alaska Native people is not altered by the temporary absence from their area of permanent residence.

B. The Indian Health Service will provide for medical and dental care for all advanced students and such dependents as may accompany them who come within the scope of the Indian Health program.

C. As used in this issuance, the following term will have the following meaning:

Advanced Student. A student attending a school of learning above the high school level, e.g., college, junior college, vocational or technical school. (Trainees supported by BIA Employment Assistance Programs are excluded from the category of advanced students because the Bureau of Indian Affairs has assumed the responsibility for the health services for these individuals. However, such trainees should not be denied direct services at IHS facilities).

2-5.2 PROCEDURES:

A. All possible medical and dental care should be provided to the student and his dependents prior to departure from the Area of which they are resident and within the scope of the Indian Health program. Thereafter, total health care will be provided for the student and dependents while in school to the extent that such care is not available through other resources such as the student health plan, BIA insurance plans, or other state and county programs.

B. Where the student has enrolled in a school within the Service area of an IHS facility, program direction and services (including contract health services) shall be provided by the Service Unit Director of that IHS facility. (See attached list).

C. When the student has enrolled in a school not within the Service area of an IHS facility, program direction and costs will be borne by the area of origin or residence.

2-5.3 EXAMINATIONS.

A. Prior to leaving for school complete medical and dental examinations should be provided to the student and to his dependent family if they are to accompany him.

2-5.3 continued

B. Examinations, both medical and dental, shall be by scheduled appointment as early as possible in the student's plans for entrance in order to allow for as complete an examination as possible, and for any follow-up or corrective measures necessary. The Area of origin is responsible for obtaining advance listings of students and distribute the listings to Service Units having schools within their service area. (See attached list).

C. Corrective measures, if indicated, will be conducted prior to departure of the student and his dependents. Where time does not allow for completion of indicated treatment, the Indian Health Area Director may authorize expenditure of funds through contract health services, provided that no other sources are available to the student.

D. Where time does not permit an examination in advance of departure, examinations will be conducted by the Area where the student is domiciled for schooling. If the student is enrolled outside the Indian Health Areas, the IHAD may authorize expenditure from contract health service funds for necessary care at the time of the student's admission if no other source (state, local, BIA, etc.) are available to the student and/or dependents accompanying him. Students should be provided a summary of his and his dependents' health history. Students or dependents under medication or when continued medical supervision is recommended should be given a written health plan.

2-5.4 RECORDS:

The records of medical and dental examinations for the student and his dependents shall be maintained by the facility as a patient record.

CHAPTER 5

HEALTH SERVICES FOR INDIAN AND ALASKA NATIVE ADVANCED STUDENTS

POST-HIGH SCHOOL EDUCATIONAL CENTERS ENROLLING INDIAN STUDENTS

| State and Schools | Name of IHS Facility (If school is within the service area of an IHS facility) |
|---|---|
| **ALASKA** | |
| Alaska Business College | PHS Alaska Native Medical Center, Anchorage |
| Alaska Methodist University | " " " " " " |
| Anchorage Community College | " " " " " " |
| Sheldon Jackson | " " " Hospital, Mt. Edgecumbe |
| University of Alaska | " " " Health Center, Fairbanks |
| Alaska Bible College | " " " Medical Center, Anchorage |
| Juneau-Douglas Community College | " " " Health Center, Juneau |
| **ARIZONA** | |
| Arizona State University | PHS Indian Medical Center, Phoenix |
| Mesa Community College | " " " " " |
| Phoenix College | " " " " " |
| Navajo Community College | PHS Indian Health Center, Chinle |
| University of Arizona | " " " " San Xavier |
| Northern Arizona University | PHS Indian Hospital, Tuba City |
| Arizona Western College | " " " Winterhaven, Calif. |
| Central Arizona College | " " " Sacaton |
| College of Ganado | " " " Fort Defiance |
| Eastern Arizona College | " " " San Carlos |
| Grand Canyon College | PHS Indian Medical Center, Phoenix |
| Maricopa Technical College | " " " " " |
| Yavapai College | " " " " " |
| Pima College | PHS Indian Health Center, San Xavier |
| Glendale Community College | PHS Indian Medical Center, Phoenix |
| Cochise College | PHS Indian Hospital, San Carlos |
| Scottsdale Community College | PHS Indian Medical Center, Phoenix |
| **CALIFORNIA** | |
| Palo Verde College | PHS Indian Hospital, Parker, Ariz. |
| **COLORADO** | |
| Fort Lewis College | PHS Indian Hospital, Shiprock, N.M. |

CHAPTER 5

HEALTH SERVICES FOR INDIAN AND ALASKA NATIVE ADVANCED STUDENTS

POST-HIGH SCHOOL EDUCATIONAL CENTERS ENROLLING INDIAN STUDENTS

| State and Schools | Name of IHS Facility (If school is within the service area of an IHS facility) |
|---|---|
| **KANSAS** | |
| Coffeyville Community Jr. College | PHS Indian Health Center, Holton |
| Cowley County Community College | " |
| Barton County Community College | " |
| St. Mary of the Plains College | " |
| Friends University | " |
| Ottawa University | " |
| Hastings College | " |
| Sterling College | " |
| Wichita State College | " |
| Bethany College | " |
| University of Kansas | " |
| Bethel College | " |
| Kansas State University | " |
| Mid American Nazarene College | " |
| Kansas State College | " |
| Ft. Hayes State | " |
| Highland Jr. College | " |
| Kansas State Teachers College | " |
| Wichita State University | " |
| Washburn University | " |
| Tabor College | " |
| McPhearson College | " |
| **MINNESOTA** | |
| Bemidji State College | PHS Indian Hospital, Cass Lake |
| **NEVADA** | |
| University of Southern Nevada | PHS Indian Hospital, Schurz |
| University of Nevada | " " " " |
| Elko Community College | " " " Owyhee |
| **NEW MEXICO** | |
| College of Santa Fe | PHS Indian Hospital, Santa Fe |
| Univ. of New Mexico (Albu) | " " " Albuquerque |
| University of Albuquerque | " " " " |
| St. John's College | " " " Santa Fe |
| New Mexico State University at Farmington | " " " Shiprock |

CHAPTER 5

HEALTH SERVICES FOR INDIAN AND ALASKA NATIVE ADVANCED STUDENTS

POST-HIGH SCHOOL EDUCATIONAL CENTERS ENROLLING INDIAN STUDENTS

| State and Schools | Name of IHS Facility (If school is within the service area of an IHS facility) |
|---|---|
| **OKLAHOMA** | |
| Bacone College | W. W. Hastings Indian Hospital, Tahlequah |
| Cameron State College | PHS Indian Hospital, Lawton |
| Claremore Jr. College | " " " Claremore |
| Connors State College | W. W. Hastings Indian Hospital, Tahlequah |
| Eastern Oklahoma State College | PHS Indian Hospital, Talihina |
| East Central State College | PHS Indian Health Center, Tishomingo |
| Hillcrest School of Nursing | PHS Indian Hospital, Claremore |
| Midwest Christian | PHS Indian Health Center, Shawnee |
| Murray State College | " " " " Tishomingo |
| Northeastern State College | W. W. Hastings Indian Hospital, Tahlequah |
| Northern Oklahoma College | PHS Indian Hospital, Pawnee |
| Oklahoma Baptist University | PHS Indian Health Center, Shawnee |
| Oklahoma Christian College | " " " " " |
| Oklahoma City University | " " " " " |
| Oklahoma State University | PHS Indian Hospital, Pawnee |
| Oral Roberts University | " " " Claremore |
| Oscar Rose Jr. College | PHS Indian Health Center, Shawnee |
| Poteau Community College | PHS Indian Hospital, Talihina |
| St. Anthony's School of Nursing | PHS Indian Health Center, Shawnee |
| St. Gregory College | " " " " " |
| St. John's School of Nursing | PHS Indian Hospital, Claremore |
| Seminole Jr. College | PHS Indian Health Center, Shawnee |
| Southeastern State College | " " " " Tishomingo |
| Southwestern College | " " " " Shawnee |
| Southwestern State College | PHS Indian Hospital, Clinton |
| Tulsa Jr. College | " " " Claremore |
| University of Oklahoma | PHS Indian Health Center, Shawnee |
| University of Tulsa | PHS Indian Hospital, Claremore |
| **SOUTH DAKOTA** | |
| National College of Business | PHS Indian Hospital, Rapid City |
| South Dakota School of Mines | " " " " |
| **UTAH** | |
| College of Eastern Utah | PHS Indian Health Center, Roosevelt |
| **WYOMING** | |
| Central Wyoming | PHS Indian Health Center, Ft. Washakie |

Indian Deaths from Accidents, Suicide, or Homicide
(By Place of Residence)
Calendar Year 1972

| | Indian Deaths - 1972 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Population | Total | Deaths from Accidents | % of Total Deaths | Rate Per 100,000 Population | Motor Vehicle | All Other | Suicide | Homicide | Unknown Whether Accidental or Intentional |
| Blackfeet | 5,188 | 59 | 8 | 13.6% | 154.2 | 7 | 1 | 1 | 1 | - |
| Crow-Northern Cheyenne | 7,314 | 57 | 7 | 12.3% | 95.7 | 5 | 2 | 3 | 3 | 1 |
| Flathead | 3,927 | 53 | 17 | 32.1% | 432.9 | 13 | 4 | 1 | - | - |
| Fort Belknap | 1,868 | 21 | 8 | 38.1% | 428.3 | 7 | 1 | - | 1 | - |
| Fort Peck | 4,371 | 43 | 11 | 25.6% | 251.7 | 8 | 3 | 1 | 1 | - |
| Wind River | 4,049 | 45 | 11 | 24.4% | 271.7 | 8 | 3 | 3 | - | 3 |
| Rocky Boy's | 1,805 | 14 | 3 | 21.4% | 166.2 | 3 | - | 2 | - | - |
| Total | 28,522 | 292 | 65 | | | 51 | 14 | 11 | 6 | 4 |
| U.S., All Races, 1972 | | | | | 54.6 | ( 27.2) | (27.4) | 11.7 | 9.1 | |
| Billings Area, 1972 | | | | | 227.9 | (178.8) | (49.1) | 38.6 | 21.1 | |

TABLE II

NEW CASES OF SELECTED REPORTABLE DISEASES BASED ON FIRST VISIT COUNT
Billings Area* and Each Service Unit
Direct Inpatient and Outpatient Services**
January 1974 and Fiscal Year to Date

| NOTIFIABLE DISEASE | Billings Area | | Interstn. | | Blackfeet | | Crow | | Fort Belknap | | Fort Peck | | Wind River | | Northern Cheyenne | | Rocky Boy's | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Jan. | FYTD | Jan. | FYTD | Jan. | FYTD | Jan. | FYTD | Jan. | FYTD | Jan. | FYTD | Jan. | FYTD | Jan. | FYTD | Jan. | FYTD |
| 001 Measles | 1 | 8 | - | - | - | - | 1 | 2 | - | - | - | 2 | - | 2 | - | 2 | - | - |
| 002 Rubella | 2 | 6 | - | - | - | - | - | 2 | 1 | 2 | 1 | 2 | - | - | - | - | - | - |
| 003 Mumps | 8 | 56 | - | 1 | - | 2 | - | 1 | - | - | 5 | 32 | 3 | 17 | - | 2 | - | 1 |
| 004 Chickenpox | 9 | 93 | - | - | - | 2 | - | 4 | - | - | 2 | 4 | 2 | 6 | 5 | 77 | - | - |
| 005 TB, Pulmonary, Active | 4 | 22 | - | - | - | 7 | - | 7 | 2 | 2 | 2 | 3 | - | - | - | 3 | - | - |
| 006 TB, Pulm., Inactive, After Treatment | 1 | 15 | - | - | 1 | 7 | - | 3 | - | 1 | - | - | - | - | - | 1 | - | 3 |
| 007 TB, Pulm., Inactive, Activity Unknown | - | 6 | - | - | - | - | - | - | - | 4 | - | 1 | - | 1 | - | - | - | - |
| 008 TB, Extrapulmonary | 1 | 3 | - | - | - | 1 | - | - | 1 | 2 | - | - | - | - | - | - | - | - |
| 010 Tuberculin Convertor | 10 | 35 | - | 7 | - | 8 | 1 | 6 | 1 | 2 | 5 | 6 | - | 1 | 3 | 5 | - | - |
| 011 Tuberculin Reactor | 6 | 36 | - | 3 | - | 3 | - | 2 | 1 | 3 | 2 | 8 | 3 | 12 | - | 3 | - | 2 |
| 012 TB Contact, Negative Skin Test | - | 5 | - | - | - | 3 | - | 1 | - | - | - | 1 | - | - | - | - | - | - |
| 013 Bacillary Dysentery | 5 | 41 | - | - | - | - | 1 | 9 | 1 | 3 | - | 2 | - | 10 | 3 | 17 | - | - |
| 014 Gastroenteritis, Diarrhea | 201 | 1630 | - | - | 48 | 304 | 30 | 287 | 7 | 66 | 32 | 272 | 44 | 392 | 36 | 221 | 4 | 88 |
| 015 Infectious Hepatitis | 15 | 99 | - | 1 | 2 | 31 | 1 | 1 | 2 | 38 | 8 | 19 | - | 5 | 1 | 1 | 1 | 3 |
| 016 Syphilis, Prim., Sec., or Early Lat. | - | 7 | - | 1 | - | - | - | 1 | - | - | - | 1 | - | 2 | - | - | - | 2 |
| 017 Syphilis, Other | 3 | 9 | - | - | - | 1 | 1 | 1 | - | - | - | 2 | 1 | 2 | 1 | 1 | - | 2 |
| 018 Gonococcal Infections | 50 | 385 | 1 | 24 | 13 | 83 | 7 | 68 | 1 | 28 | 7 | 34 | 12 | 54 | 7 | 82 | 2 | 12 |
| 019 Other Venereal Disease | 2 | 10 | - | - | - | 3 | 2 | 4 | - | 1 | - | - | - | - | - | - | - | 1 |
| 020 Ectoparasitic Infestations | 14 | 101 | 3 | 3 | - | 15 | 1 | 11 | 4 | 7 | - | 13 | - | 1 | 6 | 49 | - | 1 |
| 021 Trachoma | 9 | 60 | - | 1 | 1 | 10 | - | 1 | - | - | - | 5 | - | 3 | 8 | 39 | - | 1 |
| 022 Strep Throat | 244 | 1171 | 15 | 36 | 18 | 175 | 16 | 138 | 15 | 81 | 53 | 311 | 89 | 214 | 38 | 201 | - | 15 |
| 030 Dermatophytosis (Ringworm) | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 031 Erysipelas | - | 1 | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - |
| 032 Food Poisoning (Bact.) | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 035 Furunculosis | 1 | 3 | - | 2 | - | - | 1 | 1 | - | - | - | - | - | - | - | - | - | - |
| 044 Meningitis, Cerebrospinal | - | 1 | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - |
| 050 Puerperal Septicemia | 1 | 5 | - | - | - | 2 | 1 | 2 | - | - | - | - | - | - | - | 1 | - | - |
| 052 Relapsing Fever | - | 1 | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - |
| 053 Rocky Mountain Spotted Fever | - | 1 | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - |
| 056 Scarlet Fever | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 057 Moniliasis | - | 3 | - | - | - | - | - | 3 | - | - | - | - | - | - | - | - | - | - |
| 067 All Other Infect. & Para. Diseases | 3 | 53 | - | - | 2 | 3 | 1 | 27 | - | 9 | - | - | - | 1 | - | - | - | 8 |
| 070 Neoplasms, Malignant | 2 | 30 | - | - | - | 2 | - | 14 | 1 | 5 | 1 | 3 | - | - | - | 2 | - | - |
| 071 Neoplasms, Benign, Unspecified | 2 | 24 | - | - | - | 1 | - | 10 | 1 | 2 | 1 | 2 | - | - | - | 2 | - | - |
| 200 Inflammatory Disease of CNS | - | 6 | - | - | - | - | - | 2 | - | 1 | - | - | - | 2 | - | - | - | - |
| 250 Acute Otitis Media | 395 | 1754 | 2 | 8 | 28 | 241 | 60 | 285 | 78 | 269 | 19 | 197 | 79 | 268 | 94 | 359 | 35 | 122 |
| 281 Active Rheumatic Fever | - | 12 | - | 1 | - | 2 | - | - | - | - | - | 3 | - | 2 | - | - | - | - |
| 300 URI, Common Cold | 1601 | 7348 | 119 | 540 | 243 | 1481 | 138 | 860 | 119 | 434 | 201 | 1077 | 373 | 1235 | 316 | 1220 | 92 | 499 |
| 303 Influenza | 43 | 212 | - | - | 4 | 41 | 21 | 110 | 5 | 13 | 1 | 14 | 4 | 12 | 8 | 17 | - | 4 |
| 336 Pneumonia | 95 | 491 | 1 | 1 | 21 | 161 | 11 | 50 | 5 | 38 | 1 | 42 | 28 | 81 | 24 | 93 | 4 | 20 |
| 530 Impetigo | 87 | 702 | - | 3 | 20 | 101 | 10 | 115 | 5 | 37 | 3 | 57 | 17 | 94 | 21 | 216 | 11 | 78 |

*Excludes Flathead Service Unit
**Ambulatory Patient Care Report 1.B and Inpatient Direct Report 2.K

MONTANA UNITED INDIAN ASSOCIATION
BOARD OF DIRECTORS

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Babb, Montana 59411
(723-4031)

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(395-2515)

Mary Kendall, Secretary
1211 Fourth Avenue South
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Mr. Ken Gingras, Board Chairman
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Special Services
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Billings, MT 59101

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COMMUNITY ACTION PROGRAM

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Action for Eastern Montana
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Human Resources Development Program
Confederated Salish & Kootenai Tribes
Dixon, MT 59831

Leonard Guardipee (Tribal Employee)
Reservation Principal
Blackfeet Agency
Browning, MT 59417

Stanley Jamruzska (BIA Employee)
Community Development Officer
Rocky Boy's Agency
Box Elder, MT 59521

James Limberg (BIA Employee)
Education Specialist
Fort Peck Agency
Poplar, MT 59255

Elmer Main (BIA Employee)
Education Specialist
Fort Belknap Agency
Harlem, MT 59526

Charles McGuffey (BIA Employee)
Education Specialist
Northern Cheyenne Agency
Lame Deer, MT 59043

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Merle Magee, E. A. Specialist
Doris Farmer, Clerk

Crow - Crow Agency, MT 59022

Joel Fox, E. A. Officer
Marilyn Old Horn, Clerk

Flathead - Dixon, MT 59831

Russell L. Dupuis, Counselor
Karen Hale, Counselor
Carol Brown, Secretary

Fort Belknap - Harlem, MT 59526

Leo Brockie, Jr., E. A. Officer
Charlene Leo, Clerk

Fort Peck - Box 637, Poplar, MT 59255

Jo Ann Pipe, E. A. Technician
Linda Atchico, Clerk

Northern Cheyenne - Lame Deer, MT 59043

Valera Hays, E. A. Officer
Letha Brady, Clerk

Rocky Boy's - Box Elder, MT 59521

Jeannette Sangrey, Clerk

Wind River - Ft. Washakie, Wy. 82514

John Beauchan, E. A. Officer
Betty Smith, Clerk

Helena - E. A. Office, 638 Logan

Candace Gray, Clerk
Thomas C. Vander Velden, E. A. Officer

Billings Area - E. A. Office

Roy Buffalo, E. A. Officer
Bureau of Indian Affairs
Area Office
316 North 26th Street
Billings, MT 59102

RESERVATION EDA's

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Leo Kennerly, Director
Browning, MT 59417
(Phone 338-7179
338-4861 - home)

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Crow Agency, MT 59022
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Stan Stevens, Director
Lame Deer, MT 59043
Phone: 665-1893

Rocky Boy EDA
Tony Priete, Director
Box Elder, MT 59521
Phone: 265-9226

FORT PECK TRIBAL EXECUTIVE BOARD
THE ASSINIBOINE AND SIOUX TRIBES OF
THE FORT PECK INDIAN RESERVATION
FORT PECK AGENCY
POPLAR, MONTANA 59255

| Name and Title | District Represented | Address | Term Expires |
|---|---|---|---|
| Norman Hollow - Chairman (Ref.) | At Large | Brockton | 10-75 |
| Joseph Red Thunder - Vice Chairman | At Large | Poplar | 10-75 |
| Nathaniel Long Hair - Sgt-at-arms | At Large | Brockton | 10-75 |
| Alpheus Bighorn, Sr. | At Large | Brockton | 10-75 |
| Harold Dean Blount (Ref.) | At Large | Frazer | 10-75 |
| Joe Day | At Large | Wolf Point | 10-75 |
| Jesse J. Kirn, St. | At Large | Poplar | 10-75 |
| Lida Menz | At Large | Brockton | 10-75 |
| Sylvia Roberts | At Large | Wolf Point | 10-75 |
| June S. Stafne (Ref.) | At Large | Wolf Point | 10-75 |
| Raymond S. White | At Large | Poplar | 10-75 |
| Stanley Yellowrobe | At Large | Wolf Point | 10-75 |
| James Black Dog Jr. | At Large | Brockton | 10-75 |
| Leonard Boxer | At Large | Poplar | 10-75 |
| Carson Walking Eagle, Sr. | At Large | Poplar | 10-75 |

Lillian Hertz, Secretary-Treasurer

| | |
|---|---|
| Tribal Telephone Number: | 768-3759 |
| Telegraphic Address: | Poplar, Montana |
| Terms of Office: | Two years - not staggered |
| Organization: | Tribal Executive Board and General Council |
| Constitution: | Not organized under IRA, But approved by BIA on October 1, 1960 |
| Charter: | None |
| Meetings: | General Council - Upon receipt of petition calling for General Council, Chairman of Tribal Executive Board to call meeting.<br><br>Tribal Executive Board - Regular and Special meetings established by Board in accordance with duly enacted resolutions. |
| Election: | Last Saturday in October every two years. |

Tribe

Fort Peck

Ms. Myrna Boyd Small Salmon
Rt. 2, Box 58
Ronan, MT 59864

Ms. Marjorie Chandler
Box 32
Hays, MT 59527

Ms. Rozelda Loans Arrow
Box 1
Brockton, MT 59213

Carson Boyd
Box 716
Brockton, MT 59213

Ms. Isabell Ackerman
Box 341
Frazer, MT 59225

Ms. Josephine Tapaha
Box 452
Frazer, MT 59225

Sioux

Alpheus M. Bighorn, Jr.
Box 157
Brockton, MT 59213

Ms. Amanda L. Bighorn
Box 173
Brockton, MT 59213

Doremis Bighorn
Box 157
Brockton, MT 59213

Lawrence Black Dog
Box 123
Brockton, MT 59213

Ms. Viola Drum
Box 153
Brockton, MT 59213

Warren R. Buck Elk
Box 262
Brockton, MT 59213

Ms. Rita Talks Different
Box 353
Frazer, MT 59225

Ms. Alice Harris
Box 64
Wolf Point, MT 59201

Sioux/Assiniboine

Ms. Martha Black Dog
Box 123
Brockton, MT 59213

Ms. Susan Cheek
Box 142
Brockton, MT 59213

Gary Drum
Box 153
Brockton, MT 59213

Francine Smith
Eastern Montana College
Billings, MT 59101

Harold Blount
Box 464
Frazer, MT 59225

Ms. Yvonne S. Broaddus
Box 486
Frazer, MT 59225

Daryl Boyd
Poplar, MT 59255

Ms. Ruby Archdale
Box 119
Wolf Point, MT 59201

Ms. June Stafne
Box 871
Wolf Point, MT 59201

Ms. Dolly Tattoo
Box 732
Wolf Point, MT 59201

Assiniboine

Abel Follet
Box 455
Frazer, MT 59225

Ms. Freda Fourstar
Box 537
Frazer, MT 59225

Jerome Fourstar
Box 452
Frazer, MT 59225

Ms. Mabel Fourstar
Frazer
MT 59225

Iyola Bear Cub
Box 733
Wolf Point, MT 59201

Charles Courchene
425 Hill Street
Wolf Point, MT 59201

Ms. Peggy A. Corne
Box 604
Wolf Point, MT 59201

BLACKFEET TRIBAL BUSINESS COUNCIL
THE BLACKFEET TRIBE OF THE BLACKFEET INDIAN RESERVATION
BLACKFEET AGENCY
BROWNING, MONTANA 59417

| Name and Title | District Represented | Address | Term Expires |
|---|---|---|---|
| Earl Old Person, Chairman (Ref.) | At Large | Browning | 7/74 |
| James Baker, Vice-Chairman | At Large | East Glacier Park | 7/74 |
| Carl Kipp, Secretary | At Large | Browning | 7/74 |
| Joseph Show | Browning | Browning | 7/74 |
| Dexter Galbraeth, Jr. | Old Agency | Browning | 7/74 |
| George Kicking Woman | Seville | Browning | 7/74 |
| Archie St. Goddard, Jr. | Heart Butte | East Glacier Park | 7/74 |
| Roland Kennerly | Heart Butte | Browning | 7/74 |
| Sam Bird, Jr. | Seville | Cut Bank | 7/74 |

Charles Brown, Treasurer

Tribal Telephone Number: 338-5311

Telegraphic Address: Browning, Montana

Terms of Office: Two years - Not staggered

Organization: Blackfeet Tribal Business Council

Meetings: Regular meetings - first Thursday of each month. Special meetings as necessary

Elections: Third Tuesday prior to the expiration of their terms of office.

Constitution: IRA - amended seven times, 1946, 1950, 1962, and 1964

5-21-73

INDIAN EDUCATORS

Tribe

Blackfeet

Ms. Thelma Bear Medicine
Box 831
Browning, MT 59417

Ms. Marie Boggs
Box 755
Browning, MT 59417

Ms. LaVern Buffalo
General Delivery
Browning, MT 59417

Ms. Violet Butterfly
Box 133
Browning, MT 59417

Ms. Mae J. Crawford
Box 176
Browning, MT 59417

Ms. Faye A. Grant
Box 892
Browning, MT 59417

Ms. Grace Kennedy
Box 774
Browning, MT 59417

Ms. Carmen Marceau
Viva Chatlin Sc.
Browning, MT 59417

Ms. Dolores Magee
Box 594
Browning, MT 59417

Ms. Penny Monroe
Box 250
Browning, MT 59417

Ms. Doris Old Person
Box 536
Browning, MT 59417

Ms. Loretta Roundine
Browning, MT 59417

Ms. Arlene Sinclair
Box 276
Browning, MT 59417

Ms. Lillian Smith
Box 735
Browning, MT 59417

Ms. Althea Tailfeathers
Box 894
Browning, MT 59417

Ms. Ethel Vielle
Box 761
Browning, MT 59417

Feral Wagner
Box 444
Browning, MT 59417

Allen Whitegrass
Box 31
Browning, MT 59417

Ms. Isabelle Whitegrass
Box 31
Browning, MT 59417

Ms. Tia Whitegrass
Box 31
Browning, MT 59417

Joseph Bear Medicine
Box 375
Browning, MT 59417

Ms. Hazel Hall
Box 672
Browning, MT 59417

Ms. Catherine Home Gun
Browning, MT 59417

Pete Home Gun
Browning, MT 59417

Ms. Florence Parsons
Box 386
Browning, MT 59417

Tom J. Harwood
Rt. 1, Box 49
Valier, MT. 59486

Ms. Ramona Wellman
Box 524
Browning, MT 59417

Clarence Wagner, Jr.
General Delivery
Babb, MT 59411

Ms. Margaret Bird
Box 481
Cut Bank, MT 59427

Ms. Naomi Crawford
Heart Butte, MT 59448

Merlin Kipling
General Deliver
East Glacier, MT 59434

Ricè Crawford
Heart Butte, MT 59448

Ms. Carma Adamson
Rt. 1, Box 52
Valier, MT 59486

Ms. Patricia DeBoo
Rt. 3
Valier, MT 59486

Ms. June Rutherford
Heart Butte, MT 59448

Ms. Mary Louise Pipion
Star Route
Valier, MT 59486

Ms. Margaret Smith
Rt. 1, Box 44
Valier, MT 59486

Ms. Marie Adamson
Box 271
Valier, MT 59486

William Kennedy
Box 451
Lame Deer, MT 59043

Ms. Elaine Spang
Box 201
Lame Deer, MT 59043

Ms. Myrna Mitchell
Rocky Boy Rute
Box Elder, MT 59521

Ms. Carole Meyers
Rocky Boy Route
Box Elder, MT 59521

CHIPPEWA CREE BUSINESS COMMITTEE
THE CHIPPEWA CREE TRIBE OF THE ROCKY BOY'S RESERVATION
ROCKY BOY'S AGENCY
BOX ELDER, MONTANA 59521

| Name and Title | Address | Term Expired |
|---|---|---|
| John Windy Boy, Chairman (Ref.) | Box Elder | 11/76 |
| Michael J. Gopher, Sec. | Box Elder | |
| John Houle | Box Elder | 11/76 |
| Robert Oats | Box Elder | 11/76 |
| Ivan Raining Bird | Box Elder | 11/76 |
| Gerald Belcourt | Box Elder | 11/74 |
| Roy Small | Box Elder | 11/74 |
| John Morsette | Box Elder | 11/76 |
| Four Souls | Box Elder | 11/74 |
| Henry Four Souls | Box Elder | 11/74 |

| | |
|---|---|
| Tribal Telephone Number: | 395-2402 -- 395-2382 |
| Telegraphic Address: | Box Elder, Montana |
| Terms of Office: | Two years |
| Organization: | Business Committee |
| Constitution: | IRA - Not amended |
| Charter: | IRA - Not amended |
| Meetings: | Regular meetings - last Friday of each month. Special meetings as necessary. |
| Elections: | Annually on the last Saturday in June. Officers elected by Business Committee annually. No restrictions on being re-elected as Officer. |

Tribe

Chippewa/Cree

Ms. Alice Russette
Rocky Boy Route
Box Elder, MT 59521

Ms. Louise Stump
Rocky Boy Route
Box Elder, MT 59521

Ms. Mary A. Azure
Box 251
Box Elder, MT 59521

Ms. Sophie Meyers
Rocky Boy Route
Box Elder, MT 59521

Ms. Florence Monteau
Rocky Boy Route
Box Elder, MT 59521

Robert Stump
Rocky Boy Route
Box Elder, MT 59521

Andrew Small
Rocky Boy Route
Box Elder, MT 59521

Ms. Lydia M. Sutherland
Rocky Boy Route
Box Elder, MT 59521

Ms. Mary Johnson
Rocky Boy Route
Box Elder, MT 59521

Daniel Buffalo
General Delivery
Browning, MT 59417

Ms. Flora Thom
Box 425
Browning, MT 59417

Landless Cree

Mathew Steele
Box 213
Arlee, MT 59821

TRIBAL COUNCIL
THE CONFEDERATED SALISH & KOOTENAI TRIBES
OF THE FLATHEAD AGENCY
DIXON, MONTANA 59831

| Name and Title | District Represented | Address | Term Expires |
|---|---|---|---|
| Harold Mitchell, Jr., Chairman (Ref) | St. Ignatius | St. Ignatius | 12/31/74 |
| Robert McCrea, Vice Chairman | Dixon | Dixon | 12/31/76 |
| Fred Whitworth | Arlee | Arlee | 12/31/74 |
| James Ely | Ronan | Ronan | 12/31/74 |
| Victor Stinger | Pablo | Pablo | 12/31/76 |
| Thomas E. Pablo | Hot Springs | Hot Springs | 12/31/76 |
| Thomas Swaney | St. Ignatius | St. Ignatius | 12/31/76 |
| Pat Lefthand | Elmo | Elmo | 12/31/74 |
| E. W. Morigeau | Polson | Polson | 12/31/74 |

Ruby Christopher, Treasurer
Frederick J. Houle, Secretary

| | |
|---|---|
| Tribal Telephone Number: | 246-3595 |
| Telegraphic Address: | Dixon, Montana |
| Terms of Office: | Four years |
| Organization: | Tribal Council |
| Constitution: | IRA - amended four times, 1948 - 1960 |
| Charter: | IRA - not amended |
| Meetings: | Regular meetings first Friday of January, April, July, and October - Special meetings as necessary. |
| Election: | Elections shall be held every two years on the third Saturday prior to the expiration of the terms of office. |

INDIAN EDUCATORS

Tribe

Flathead

Louis W. Adams
Rt. 1
Arlee, MT 59821

Victor J. Matt
Rt. 1
Arlee, MT 59821

Ms. Bea Noble
Rt. 1
Arlee, MT 59821

Alfred H. McLeod, Sr.
Box 22
Dixon, MT 5931

Francis E. Sorrell
Star Route
Dixon, MT 59831

Ms. Marie Ardis
Box 24
Perma, MT 59857

Ms. June Acevedo
Rte. 1, Box 72
Plains, MT 59859

Alphe L. Beauvais
Box 211
Ronan, MT 59864

Dorothy Brown
Box 243
Ronan, MT 59864

Ms. Angeline Hendrickson
Box 124
St. Ignatius, MT 59865

Thomas Swaney
Post Creek
St. Ignatius, MT 59865

George E. Vanderburg
Box 194
St. Ignatius, MT 59865

Salish/Kootenai

Ms. Virginia Brazill
Box 335
Arlee, MT 59821

Ms. Clarice M. Sanchez
Box 23
Arlee, Mt 59821

Ms. Charlene Schaff
Box 292
Arlee, MT 59821

Ms. Josephine Steele
Box 213
Arlee, MT 59821

Ms. Nadine Adams
Rt. 1
Arlee, MT 59821

Woodrow W. Silverthorne
Box 107
Dixon, MT 59831

Ms. Delores M. Sorrell
Star Route
Dixon, MT 59831

Ms. Alice Hewankorn
Box 249
Hot Springs, MT 59845

Ms. Agnes Caye
Box 144
Polson, MT 59860

Virgil A. Clairmont
Box 667
Ronan, MT 59864

Ms. Dorothy Webster
Box 443
Ronan, MT 59864

Frank Webster
Box 443
Ronan, MT 59864

Ms. Lois Mitchell
Box 27
St. Ignatius, MT 59865

Ms. Dorene Swaney
Route 1
St. Ignatius, MT 59865

Ms. Lynn Hendrickson
Box 124
St. Ignatius, MT 59865

Salish

Ms. Frances McClure
Star Route
Dixon, MT 59831

Kootenai

Ms. Marjorie Blixt
Rt. 1, Box 120
St. Ignatius, MT 59865

CROW TRIBAL COUNCIL
CROW TRIBE OF INDIANS
CROW INDIAN RESERVATION
CROW AGENCY, MONTANA 59022

| Name and Title | District Represented | Address | Term Expires |
|---|---|---|---|
| **Officers** | | | |
| David J. Stewart, Chairman (Ref.) | At Large | Crow Agency | 6/30/74 |
| Edmund Littlelight, Jr., Vice-Chairman | At Large | Crow Agency | 6/30/74 |
| Frederick Lefthand, Secretary | At Large | Lodge Grass | 6/30/74 |
| Patrick Standsoverbull, Vice-Secretary | At Large | Crow Agency | 6/30/74 |
| **Executive Committee** | | | |
| Kate Froze Pretty Weasel | Black Lodge | Crow Agency | 5/11/75 |
| Rueben Stewart | Black Lodge | Crow Agency | 5/11/75 |
| Marshell Lefthand | Lodge Grass | Lodge Grass | 5/11/75 |
| Nathelle Jefferson | Lodge Grass | Lodge Grass | 5/11/75 |
| Larry Plainbull, Sr. | Pryor | Pryor | 5/11/75 |
| Roger Turnsplenty | Pryor | Pryor | 5/11/75 |
| Clarence Stewart | Reno | Crow Agency | 5/11/75 |
| Sharon Old Elk | Reno | Crow Agency | 5/11/75 |
| Lawrence Big Hair, Sr. | Big Horn | St. Xavier | 5/11/75 |
| Henry Bull Chief, Sr. | Big Horn | St. Xavier | 5/11/75 |
| Louis Good Luck | Wyola | Lodge Grass | 5/11/75 |
| Louis Yellow Mule | Wyola | Lodge Grass | 5/11/75 |
| Josephine Beck | Off Reservation | Billings | 5/11/75 |
| Frances Jurosek | Off Reservation | Billings | 5/11/75 |

| | |
|---|---|
| Tribal Telephone Number: | 638-2671 |
| Telegraphic Address: | Crow Agency, Montana |
| Terms of Office: | Officers - two years<br>Executive Committee - two years |
| Organization: | General Council |
| Constitution: | Not organized under IRA. General Powers reserved by General Council. Approved by BIA. Amended seven times 1955-57; three times 1959, 1960, 1961 and 1966. |
| Charter: | None |
| Meetings: | Regular meetings on 2nd Saturday of January, April, July, and October. Special meetings as necessary. |
| Election: | Second Saturday of May each other year. Officers are to assume their duties July 1, after election. Executive Committee are to assume their duties immediately after election. |

INDIAN EDUCATORS

Tribe

Crow

Ms. Linda Blaine
Box 401
Crow Agency, MT 59022

Ms. Joy Brien
General Delivery
Crow Agency, MT 59022

Ellis Knows Gun
Crow Agency, MT 59022

Ms. Rose Lincoln
Box 1122
Crow Agency, MT 59022

Ms. Elizabeth Stewart
Box 1212
Crow Agency, MT 59022

Ms. Avis L. Three Irons
Box 1228
Crow Agency, MT 59022

Clarence L. Stevens
Box 205
Lodge Grass, MT 59050

Robert Bends
Lodge Grass, MT 59050

Ms. Minnie Ellen Fritzler
Box 341
Lodge Grass, MT 59050

Ms. Bernice Jefferson
Box 76
Lodge Grass, MT 59050

Charles Jefferson
Box 76
Lodge Grass, MT 59050

Raymond Jefferson
Box 217
Lodge Grass, MT 59050

William Stops
Box 203
Wyola, MT 59089

Ms. Barabara Whiteman
Box 83
Lodge Grass, MT 59050

Ms. Lucy M. Stops
Box 203
Wyola, MT 59089

Benedict Jefferson, Sr.
Lodge Grass, MT 59050

William Russell
Lodge Grass, MT 59050

Buddine Bends
Box 326
Lodge Grass, MT 59050

Ms. Clara Bends
Box 326
Lodge Grass, MT 59050

Ms. Carol Bulltail
Box 301
Lodge Grass, MT 59050

Joe Medicine Crow
Lodge Grass, MT 59050

Joy Toineeta
Box 381
Lodge Grass, MT 59050

Henry Old Coyote
Box 101
St. Xavier, MT 59075

Connie Jackson
Box 8
Wyola, MT 59089

FORT BELKNAP COMMUNITY COUNCIL
THE FORT BELKNAP INDIAN COMMUNITY
FORT BELKNAP RESERVATION
FORT BELKNAP AGENCY
HARLEM, MONTANA 59526

| Name and Title | District Represented | Address | Term Expires |
|---|---|---|---|
| John Allen, Chairman (Ref.) | Lodge Pole | Harlem | 12/31/75 |
| Lyman Young, Vice-Chairman | Hays | Harlem | 12/31/75 |
| James Main, Sect.-Treasurer | Hays | Harlem | 12/31/75 |
| Basel Longfox, Sgt-at-arms | Lodge Pole | Harlem | 12/31/77 |
| Joe Brown | Hays | Harlem | 12/31/77 |
| David Hawley | Hays | Harlem | 12/31/77 |
| Charles Plumage | River | Harlem | 12/31/77 |
| Gilbert Horn | River | Harlem | 12/31/77 |
| Arnold Plumage | River | Harlem | 12/31/77 |
| Tennyson Boe | Lodge Pole | Harlem | 12/31/75 |
| Charles Grey | Lodge Pole | Harlem | 12/31/75 |
| Arnold Allen | Hays | Harlem | 12/31/75 |

Tribal Telephone Number: 353-2258

Telegraphic Address: Harlem, Montana

Terms of Office: Four years - Staggered terms

Organization: Community Council

Constitution: IRA - amended six times; 1944, 1959, 1960, and 1964

Charter: IRA - amended once, 1964

Meetings: Regular meetings - first Monday of every month; Special meetings - as necessary

Elections: First Tuesday in November of every second year. Elected councilmen will take office on the first Monday of January of the succeeding year.

Tribe

Fort Belknap

John Capture
Box 8
Hays, MT 59527

Gros Ventre

Ms. Marie Kuka
Box 62
Valier, MT 59486

Ms. Gretchen Healy
Box 29, Star Route
Dodson, MT 59524

Elmer Main
Fort Belknap Agency
Harlem, MT 59526

Assiniboine/Gros Ventre

Ms. Iona Jefferson
Box 217
Lodge Grass, MT 59050

Ms. Dora Helgeson
Dodson, MT 59524

Ms. Philomayne Tucker
Star Route, Box 45
Dodson, MT 59524

Ms. Jennie Gray
Box 7
Hays, MT 59527

NORTHERN CHEYENNE TRIBAL COUNCIL
THE NORTHERN CHEYENNE TRIBE
OF THE NORTHERN CHEYENNE INDIAN RESERVATION
NORTHERN CHEYENNE AGENCY
LAME DEER, MONTANA 59043

| Name and Title | District Represented | Address | Term Expires |
|---|---|---|---|
| Allen Rowland, President (Ref.) | At Large | Lame Deer | 9/76 |
| Wendell Shoulderblade, Vice-President | Lame Deer | Lame Deer | 9/74 |
| *Jacqueline Bement, Treasurer | | Lame Deer | 9/74 |
| *Erma Fisher, Secretary | | Lame Deer | 9/74 |
| Shirley Parker | Ashland | Ashland | 9/74 |
| Bert Kaline | Birney | Birney | 9/74 |
| Edwin Dahle | Busby | Busby | 9/74 |
| Kenneth Beartusk | Lame Deer | Lame Deer | 9/74 |
| Daniel Foote | Lame Deer | Lame Deer | 9/74 |
| James McLane | Lame Deer | Lame Deer | 9/74 |
| Dennis Limberhand | Lame Deer | Lame Deer | 9/74 |
| Mathew Two Moons | Busby | Busby | 9/74 |
| Raymond Harris, Sr. | Muddy | Lame Deer | 9/74 |
| Edward Foote, Sr. | Ashland | Ashland | 9/74 |
| Eugene Russell | Busby | Busby | 9/74 |
| James Shoulderblade | Lame Deer | Lame Deer | 9/74 |

*Appointed by each incoming Council to serve the same period as the Council.

| | |
|---|---|
| Tribal Telephone Number: | Lame Deer, 477-6262 |
| Telegraphic Address: | Lame Deer, Montana |
| Terms of Office: | President - four years. Councilmen - two years. Terms of office not staggered. |
| Organization: | Tribal Council |
| Constitution: | IRA - amended 1958 and 1960 |
| Charter: | IRA - not amended |
| Meetings: | Regular meetings - first Monday after the 15th of each month. Special meetings as necessary. |
| Elections: | First Tuesday in the month of September of even numbers. |

1-25-71

INDIAN EDUCATORS

Tribe

Northern Cheyenne

James D. King, Sr.
Box 82
Lame Deer, MT 59043

Rudolph King, Jr.
Box 93
Busby, MT 59016

Ms. Emma J. Little Coyote
Box 6
Lame Deer, MT 59043

Horace H. Small, Sr.
Lame Deer, MT 59043

Ms. Priscilla Robinson
Box 3
Lame Deer, MT 59043

Ms. Marjorie Seminole
Box 263
Lame Deer, MT 59043

Ms. Mabel Small
Box 244
Lame Deer, MT 59043

James Spear
Box 398
Ashland, MT 59003

Cheyenne

Ed Small
Busby, MT 59016

Assiniboine

Ms. Christine Braine
Lame Deer, MT 59043

Francis Harris
Box 185
Lodge Grass, MT 59050

Ted Risingsun
Busby, MT 59016

Richard LaFeber, Principal
Busby Elementary School
Busby, MT 59016

Dick Little Bear
Busby, MT 59016

Robert Bailey
Lame Deer, MT 59043

Dr. Art McDonald
Lame Deer, MT 59043

Joe Little Coyote
Ashland, MT 59003

Ross S. Parker
Ashland, MT 59003

Bill Kennedy, Superintendent
Lame Deer Public Schools
Lame Deer, MT 59043

## MONTANA VO-TECH CENTERS

Loren Frazier
Great Falls Vo-Tech Center
1015 First Ave. North
Great Falls, MT 59401
761-5800

John Morrison
Billings Vo-Tech Center
3615 Montana Avenue
Billings, MT 59102
248-7741

Jim Graham, Supervisor
Student Personnel Services
Butte Vo-Tech Center
404 South Wyoming Street
Butte, MT 59701
792-4296

John Pozega
Counselling Dept.
Missoula Vo-Tech Center
909 South Avenue West
Missoula, MT 59801
728-2400

Dale Johnson
Helena Vo-Tech Center
1115 North Roberts
Helena, MT 59601
442-0060

## MONTANA PRIVATE COLLEGE

Jim Burns
Room 113, O'Connell Hall
Carroll College
Helena, MT 59601
442-3450 ext. 289

Duane Schindler
Assistant Professor of Ed.
College of Great Falls
Great Falls, MT 59401
761-8210

## MONTANA COMMUNITY COLLEGES

Carol Chandler
Coordinator
Indian Services
Dawson College
Glendive, MT 59330
365-3393

Jim Bates
Bill Haw
Directors, Special Services
Flathead Valley Comm. College
Kalispell, MT 59901
752-3411 (ext. 255 or 243)

Les Graham
SFA Coordinator
Miles Community College
Miles City, MT 59301
232-3031

## NATIVE AMERICAN AND POST-SECONDARY INSTITUTIONS

Montana University System:

Geneva Dillon, Director
Special Services/Upward Bound
1500 27th Street
Eastern Montana College
Billings, MT 59101
657-2011

Frank Kondelis, Director
Financial Aid
208 Student University Bldg.
Montana College of Mineral
Science & Technology
Butte, MT 59701
792-8321

Daniel Voyich
Indian Student Advisor
Center of Inter-Cultural Programs
Room 301, Hamilton Hall
Montana State University
Bozeman, MT 59715
994-0211

Arthur Plenty Hawk
President, Indian Club
Northern Montana College
Havre, MT 59501
265-7821

Larry Link, Director
Financial Aid
Western Montana College
710 South Atlantic
Dillon, MT 59725
683-7511

RESERVATION EDUCATORS

Crow

Henry Old Coyote
Hardin Public Schools
Hardin, MT 59034

Larry Whiteman, Chairman
Johnson-O'Malley Advisory Comm.
Box 83
Lodge Grass, MT 59050

Tom Big Lake, Chairman
Johnson-O'Malley Advisory Comm.
Pryor, MT 59066

Ms. Lucille Russell, Chairman
Johnson-O'Malley Advisory Comm.
Wyola, MT 59089

Alvin Stewart, Chairman
Johnson-O'Malley Advisory Comm.
Crow Agency, MT 59022

Fort Belknap

Granville Hawley, Chairman
Johnson-O'Malley Advisoyr Comm.
Hays, MT 59527

Mrs. Jenny Gray, Chairman
Johnson-O'Malley Advisory Comm.
Harlem, MT 59526

Blackfeet

Mrs. Annette Armstrong, Chairman
Johnson-O'Malley Advisory Comm.
Babb, MT 59411

Darrell Kipp, Chairman
Johnson-O'Malley Advisory Comm.
Browning, MT 59417

Mrs. Dewey Heavyrunner, Chairman
Johnson-O'Malley Advisory Committee
110 5th Avenue, N. W.
Cut Bank, MT 59427

Mrs. Winnie McNeely, Chairman
Johnson-O'Malley Advisory Comm.
East Glacier, MT 59434

Mr. Bernard St. Goddard, Chairman
Johnson-O'Malley Advisory Comm.
Heart Butte, MT 59448

Mrs. Eileen Pepion, Chairman
Johnson-O'Malley Advisory Comm.
Valier, MT 59486

Rocky Boy

Joe Rossette, Chairman
Johnson-O'Malley Advisory Comm.
Box Elder, MT 59521

Ms. Dorothy Small, Chairman
Rocky Boy Johnson-O'Malley Comm.
Rocky Boy Route
Box Elder, MT 59521

Flathead

Victor Matt, Chairman
Johnson-O'Malley Advisory Comm.
Arlee, MT 59821

Dennis Dumont, Chairman
Johnson-O'Malley Advisory Comm.
Charlo, MT 59824

Gene Sorrell, Chairman
Johnson-O'Malley Advisory Comm.
Dixon, MT 59831

Mrs. Nancy Joseph, Chairman
Johnson-O'Malley Advisory Comm.
Elmo, MT 59915

Rita Cannon, Chairman
Johnson-O'Malley Advisory Comm.
Hot Springs, MT 59845

Darryl Dupuis, Chairman
Johnson-O'Malley Advisoyr Comm.
Polson, MT 59860

Tomas Swaney, Chairman
Ronan Johnson-O'Malley Advisory Comm.
St. Ignatius, MT 59865

Clarence Woodcock, Chairman
St. Ignatius Johnson-O'Malley Advisory Comm.
St. Ignatius, MT 59865

## RESERVATION EDUCATORS

Fort Peck

Mrs. Christine Boyd, Chairman
Brockton Johnson-O'Malley Advisory Comm.
Poplar, MT 59255

Leslie Fourstar, Chairman
Johnson-O'Malley Advisory Comm.
Frazer, MT 59225

Caleb Shields, Chairman
Johnson-O'Malley Advisory Comm.
Poplar, MT 59255

Pat Bushman, Chairman
Johnson-O'Malley Advisory Comm.
104 Indian
Wolf Point, MT 59201

Northern Cheyenne

James Walksalong, Chairman
Johnson-O'Malley Advisory Comm.
Colstrip, MT 59323

Mrs. Robert Bailey, Chairman
Johnson-O'Malley Advisory Comm.
Lame Deer, MT 59043

## INDIAN EDUCATORS and SUPERVISORS

Ms. Betty Hull
Native American Counselor
Rural Route 2
Box 128-A
Stevensville, MT 59870

Bob Parsley
Indian Education Supervisor
Office of the Superintendent
of Public Instruction
Helena, MT 59601

Bill Yellowtail
Assistant Indian Education Supervisor
Office of the Superintendent of
Public Instruction
Helena, MT 59601

Dwight Youpee, President
Indian Club
Montana State University
Bozeman, MT 59715

Earl Barlow, Superintendent
Browning Public Schools
Browning, MT 59417

William Thackeray, Director
Indian Studies
Northern Montana College
Havre, MT 59501

Arthur Plentyhawk, President
Indian Club
Northern Montana College
Havre, MT 59501

V. Edward Bates
Carroll College
Helena, MT 59601

Joan Kennerly, Principal
K. W. Bergan School
Browning, MT 59417

Bob Swan, Assistant Director
Indian Studies Program
University of Montana
Missoula, MT 59801

Susie Yellowtail, Member
Advisory Council for Vocational Education
Wyola, MT 59089

Lowell Amiotte, Director
Trio Training Program
Black Hills State College
Spearfish, South Dakota 57783
(605-642-6471)

Dick Barber, Counselor
Special Services
Rocky Mountain College
Billings, MT 59101
252-6151

Ms. Thelma Blount (Field Counselor)
Talent Search
Fort Peck Reservation
Frazer, MT 59255
695-4475 home phone

## RESERVATION EDUCATORS

Mr. Gary Johnson, Director
Special Services
Rocky Mountain College
Billings, MT 59101
245-6151 ext. 254

Larry LaCounte, Director
Special Services/Upward Bound
University of Montana
Missoula, MT 59801
243-5831

Ms. Carol A. Pepion, Counselor
Educational Talent Search
Box 2532
Great Falls, MT 59403
761-8471

Granville Hambe
Hays, MT 59527

Ernie Bighorn, Coordinator
Center of Indian Studies
Rocky Mountain College
Billings, MT 59102
252-6151

Darryl Gray, Director
Montana United Scholarship Service
Box 2532
Great Falls, MT 59403
761-8471

Dallas Howard
Tribal Council
Fort Belknap, MT 59526

Joe Little Coyote, Director
Northern Cheyenne Research & Human
Development Association
Box 398
Ashland, MT 59003

Percy DeWolfe
Bos 250
Browning, MT 59517

John Woodenlegs
Northern Cheyenne Research & Human
Development Association
Box 398
Ashland, MT 59003

Roland Kennerly, Chairman
Montana Intertribal Policy Board
Browning, MT 59417

Ray Gone
Hays, MT 59527

Gerald Gray
Superintendent of Schools
Rocky Boy Public Schools
Rocky Boy Route
Box Elder, MT 59521

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Busby, MT 59016

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Ronan High School
Ronan, MT 59864

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Indian Studies
730 Eddy Avenue
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BIA Superintendent
Northern Cheyenne Indian Reservation
Lame Deer, MT 59043

Ed Kennedy
1122 North 22nd
Billings, MT 59101

| Name | Affiliate Organization | Mailing Address |
|---|---|---|
| Abbott, Carol Anne | Rocky Boy School | Havre, Montana |
| Acevedo, June M. | Johnson-O'Malley Comm. | Rt. 1, #72, Plains, MT |
| Adamson, Alverda M. | Valier High School | Box 271, Valier, MT |
| Albert, Myrtle | Rocky Boy School | Box Elder, MT |
| Alford, Danny K. | No. Cheyenne Bilingual | Box 175, Ashland, MT |
| Andreson, Sharron E. | Tri-State Tribes | 2001 Garden Ave., Billings |
| Azure, Alfred L. | Parent Adv. Board | 835 Avenue E, Billings |
| Azure, Ida L. | Home/School Coordinator | 835 Avenue E, Billings |
| Azure, Mary Anges | Johnson-O'Malley Comm. | Box Elder (Rocky Boy), MT |
| Bearcub, Iyola E. | Johnson-O'Malley Comm. | Wolf Point, MT |
| Bear Don't Walk, Marjorie | NIH, U of Montana | Missoula, MT |
| Belcourt, Jean U. | Rocky Boy School | Box Elder, MT |
| Bell, Vernie | Johnson-O'Malley | Dodson, MT |
| Bertino, Frank C. | Heart Butte School | Heart Butte, MT 59448 |
| Bighorn, Jacob, M. | Fort Peck | Poplar, MT 59255 |
| Bird Rattler, Mae | Gen. Del. | Browning, MT 59417 |
| Bishop, Jessie J. | Mont. United Scholarship Service | 510 1st Ave. No, Great Falls |
| Black Dog, Lawrence F. | Johnson-O'Malley Comm. | Brockton, MT |
| Black Dog, Martha | Johnson-O'Malley Comm. | Brockton, MT |
| Blackmore, Tony | Pryor School | Pryor, MT 59066 |
| Blake, Anne | School Dist. 2 | 902 N. 22nd, Billings, MT |
| Blake, Lynda A. | Lodge Pole School | Dodson, MT |
| Boggs, Mario L. | Johnson-O'Malley Comm. | Box 755, Browning, MT |
| Boyd, Christine | Brockton JOM Committee | Box 801, Poplar, MT |
| Boyd, Daryl | Brodkton JOM Committee | Box 801, Poplar, MT |
| Braine, Christine | JOM Committee | Lame Deer, MT |
| Bremner, Robert C. | School Dist. 9 | 1120 Lincoln Lane, Browning |
| Brown, Carol A. | JOM Committee | St. Ignatius, MT |
| Brown, Donald L. | JOM Committee | Polson, MT |
| Brown, Elizabeth Ann | JOM Committee | General Delivery, Polson, MT |
| Brown, Thomas W. | JOM Committee | P.O. Box 243, Ronan, MT |
| Bull Plume, Dan J. | JOM student | Heart Butte, MT 59448 |
| Bushman, Patrick L. | JOM Committee | Wolf Point, MT |
| Butterfly, Lynnel R. | Heart Butte School | Heart Butte, MT |
| Butterfly, Theresa J. | JOM, VISTA | Browning, MT |
| Butterfly, Violet M. | JOM, VISTA | Box 133, Browning, MT |
| Calf Boss Ribs, Rose | Gen. Del. | Heart Butte, MT |
| Carlson, Judy T. | Elmo School | Box 104, Elmo, MT 59915 |
| Chandler, George | JOM Committee | Hays, MT |
| Chandler, Marjorie | JOM Committee | Hays, MT |
| Charlo, Virg A. | Gen. Del. | Arlee, MT |
| Clairmont, Gayle D. | JOM Committee | Box 667, Ronan, MT |
| Clairmont, Mary E. | JOM Committee | Box 225, Polson, MT |
| Clairmont, Virgil A. | JOM Committee | Box 667, Ronan, MT |
| Clark, Lee D., Jr. | Browning High School | Box 823, Browning, MT |
| Cobell, Fred C. | School Dist. 7 | Box 763, Browning, MT |
| Corcoran, Cecelia E. | District 87 | Rocky Boy Rt., Box Elder, MT |
| Cortright, Ella J. | | Box 1025, Pryor, MT 59066 |
| Cortright, William C. | | Box 1025, Pryor, MT 59066 |
| Crawford, Naomi L. | JOM Committee | Box 237, Heart Butte, MT |
| Dennis, Michele M. | Pride In Indian Heritage | 1355 Schley Street, Butte, MT |
| Douglas, Dona | | 813 N. Ewing, Helena, MT |

| Name | Affiliate Organization | Mailing Address |
|---|---|---|
| Dupuis, Darryl A. | Polson High School | Polson, MT |
| Dupuis, Ray | Johnson-O'Malley | Polson, MT |
| Eaglefeathers, Delpha M. | CAP, No. Cheyenne | Lame Deer, MT |
| Elkshoulder, Cheryl | No. Cheyenne Research | Lame Deer, MT |
| Elkshoulder, Mark | No. Cheyenne Research | Lame Deer, MT |
| Enos, Sophia A. | No. Cheyenne CAP | Busby, MT |
| Etchemendy, Shirley A. | Rocky Boy School | 36 Ridge Road, Havre, MT |
| Fenton, Karen C. | Ed. Spec. | 178 S.W. Higgins, Missoula, MT |
| Fitzgerald, Ruth | JOM, VISTA | Box 94, Browning, MT |
| Fourstar, Leslie | JOM Committee | Frazer, MT |
| Gladue, Carl R. | Opportunity, Inc. | 1217 4th Ave. S., Great Falls |
| Harwood, Laura M. | Johnson-O'Malley | Box 63, Valier, MT |
| Hastings, Doris A. | Crow Agency School | 514 N. Cody, Hardin, MT |
| Howlett, Clara M. | Johnson-O'Malley | Box 274, Hot Springs, MT |
| Jeske, Mary | Carroll College | Helena, MT |
| Kipling, Anna E. | | Box 18, Browning, MT |
| Kipling, Merlin | | East Glacier, MT |
| Kipp, Darrell R. | Blackfeet Comm. Free Sch. | Browning, MT |
| Kirkaldie, Lucille F. | U/R Hays-Lodge Pole | Hays, MT 59527 |
| Kirkaldie, Thomas | Fort Belknap | Harlem, MT |
| Lankford, Jerry L. | NACI, U of Montana | Rt. 2, Lot 78, Missoula, MT |
| Lankford, Rhonda Kaye | KYI-YO Indian Club | Missoula, MT |
| Lankford, Thomas T. | Hill Foundation | 416 17th St. W., Missoula, MT |
| Lefthand, Naida R. | Elmo School Dist. 22 | Polson, MT |
| Little Coyote, Brenda | No. Cheyenne Research | Box 381, Ashland, MT |
| Little Coyote, Emma J. | No. Chey. Bilingual Prog. | Lame Deer, MT |
| Little Coyote, Joe D. | No. Cheyenne Research | Box 381, Ashland, MT |
| Littlehead, Alice | School Age Ed. CAP | Lame Deer, MT |
| Lone Bear, Alpha | Johnson-O'Malley Comm. | Hays, MT |
| Magee, Dolores U. | Blackfeet Tribe | Browning, MT |
| McDonald, Joseph F. | Ronan Schools | Ronan, MT 59864 |
| McLeod, Alfred H., Sr. | Johnson-O'Malley | Box 22, Dixon, MT 59831 |
| Medicine Crow, Joe | Crow Central Ed. Comm. | Crow Agency, MT |
| Medicine Elk, Rosalie | School Age Ed., CAP | Lame Deer, MT (Box 51) |
| Medicine Horse, Wanda J. | Crow Central Ed. Comm. | Box 381, Lodge Grass, MT |
| Monteau, Harold A. | Rocky Boy School-JOM | Rocky Boy RT, Box Elder, MT |
| Moose, Dwight F. | Poplar Public School | Poplar, MT |
| Mountain Chief, Deana | | Heart Butte, MT |
| Mountain Chief, Leonard J. | | Heart Butte, MT |
| Nichols, Betty A. | Johnson-O'Malley | Elmo, MT |
| Old Coyote, Lloyd | Crow Hist. & Cul. Comm. | Crow Agency, MT 59022 |
| Old Coyote, Henry D. | School Dist. 17-H | St. Xavier, MT |
| Old Elk, M. SharLynn | | Hardin High School, Hardin |
| Old Horn, Dale Drew | Bilingual Ed. | Crow Agency, MT |
| Old Rock, Pauline R. | Heart Butte School | Heart Butte, MT |
| Olson, Karen | EPDA, Pupil Pers. Service | Missoula, MT |
| Parker, Donald C. | Rocky Boy School | Rocky Boy Rte, Box Elder, MT |
| Parker, Ethel M. | Rocky Boy Bilingual Prog. | Rocky Boy Rte, Box Elder, MT |
| Pepion, Eileen | Johnson-O'Malley | Valier, MT |
| Pierre, Carole M. | Gen. Del. | Box 261, Arlee, MT |
| Pine, Leroy, Sr. | CAP, No. Cheyenne | Lame Deer, MT |
| Plainfeather, Corliss A. | Dawson College | Box 492, Yellowtail, MT |
| Pretty Weasel, Kathryn | Crow Central Ed. Comm. | Box 1189, Crow Agency, MT |

| Name | Affiliate Organization | Mailing Address |
|---|---|---|
| Real Bird, Ramona | School Dist. 17-H | Crow Agency, MT |
| Red Elk, Josephine | Poplar Public School | Wolf Point, MT |
| Rogers, Betty | No. Cheyenne Bilingual | Ashland, MT |
| Romsa, Donna M. | M.U.S.S. | 330 Parkdale, Great Falls |
| Roundine, Loretta | JOM, VISTA | Browning, MT |
| Russette, Gilbert P. | Rocky Boy School | Rocky Boy Rt., Box Elder |
| Rutherford, June M. | Johnson-O'Malley | Heart Butte, MT |
| Rutherford, Kathy J. | Heart Butte School | Heart Butte, MT |
| Santos, Joe O. | School Dist. 30 | Ronan, MT |
| Schildt, Carl B. | CAP | Box 804, Browning, MT |
| Schindler, Duane E. | M.U.S.S. | 213 Riverview Lane, Great Falls |
| Silverthorne, Woodrow W. | Dixon High School | Dixon, MT |
| Small, Christina | No. Cheyenne CAP | Buxby, MT |
| Small, Junior | Rocky Boy School Montana Indian Commission Alcohol/Drugs | Rocky Boy Rt., Box Elder, MT |
| Sooktis, Rubie | No. Chey. Bilingual Prog. | Box 284, Lame Deer, MT |
| Sooktis, Viola | No. Chey. Binlingual Ed. | Birney, MT 59012 |
| Spotted Horse, Martin, Jr. | Johnson-O'Malley | Lodge Grass, MT |
| Standing Elk, Evelyn | No. Chey. Research | Ashland, MT 59003 |
| Stops, Lucy M. | Adult Ed. | Box 203, Wyola, MT |
| Stops, William G. | Crow Bilingual Program | Wyola, MT |
| Swaney, Dorene R. | | Rte 1, St. Ignatius, MT |
| Takes Enemy, James H. | Hardin High School | Hardin, MT |
| Timber, Marcelline E. | School Age Ed. (CAP) | Lame Deer, MT |
| Tattoo, Dolly | Johnson-O'Malley | Wolf Point, MT |
| Turnsplenty, Roger | CAP Crow Tribe | Pryor, MT |
| Underwood, Dolores J. | No. Cheyenne Research | Box 112, Ashland, MT |
| Wagner, Violet L. | | Browning, MT |
| Whitegrass, Allen | | Box 31, Browning, MT |
| Whitegrass, Tia D. | | Box 31, Browning, MT |
| Whitegrass, Isabelle | | Box 31, Browning, MT |
| Windy Boy, Sam V. | U. of Montana | 309 A Craighead |
| Wippert, George L. | M.D.T.A. | Browning, MT |
| Woodenlegs, John J. | | Lame Deer, MT |
| Yellowtail, Susie | | Wyloa, MT |
| Young Man, Rosalie | | Browning, MT |

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